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REPORTS OF VISITS
TO
SCHOOLS
IN THE
UNITED STATES
1914



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Department of Education, Toronto

EDUCATIONAL PAMPHLETS, No. 6

1914

REPORTS OF VISITS
TO
SCHOOLS IN THE UNITED STATES

BY

The Continuation School Inspectors and the
Principals of the Normal Schools



PRINTED BY ORDER OF
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PREFATORY NOTE

By direction of the Minister of Education for Ontario, the Inspectors of Continuation Schools and the Principals of Normal Schools visited a number of schools in the United States to study methods of organization, support, equipment, management, instruction, inspection, etc. This pamphlet contains their reports upon what they observed.

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REPORT OF G. K. MILLS, B.A., AND J. P. HOAG, B.A.

CONTINUATION SCHOOL INSPECTORS

Visit to the Schools of Illinois, Indiana and St. Louis

It is to be expected, in States where the great majority of the people have inherited the same language and traditions as our own, whose people live under similar conditions and are engaged in occupations very similar to those of our own people, that the school conditions will correspond very closely, and that the school man who pays a short visit to these States for purposes of information on school matters will give his attention to those features which are different in the two systems and leave almost unnoticed those that are common to both. Therefore in a report on our visit of about two weeks to the schools of Illinois and Indiana it will be possible to indicate only those lines along which the schools of these states seem to be making progress.

ILLINOIS

Parental School

The feature of the School System of Chicago that may be regarded as unique is the Parental School. It is a corrective school of detention, maintained by the Board of Education under a special state law. It is located on a seventy-acre farm in the north-western part of the city. The purpose of the school is to receive chronic truants and school room incorrigibles who cannot be profitably handled in the regular schools, for short periods of training, and then to return them to the home school under the legal control of the Parental School. Dependent children—those likely to become permanent charges—are not received. Extremely sub-normal or immature boys who cannot profit by the training given are not kept.

The aim of the Parental School is to receive those incorrigible and truant boys from the Juvenile Court after all other means have failed and to train them in habits of obedience and application. The idea of punishment is subordinate to training. The time of detention varies from four to fourteen months. No definite term is fixed by the Judge of the Juvenile Court. A weekly record of each boy is kept and it is possible for a boy who is in the school for the first time to be paroled in four months. Boys who are returned for violation of parole must stay at least six months and those returned for a second time must remain one year.

The cottage is the unit of organization in the institution. Each cottage or family consists of about forty boys in charge of a Family Instructor and an Assistant, in each case man and wife. These instructors are teachers, not guards or officers. Eight cottages are maintained, each containing a well-equipped living room, a dining room and a serving kitchen, a dormitory with individual beds, bathrooms and living rooms for the instructors.

The school plant consists of a large school building which has eight class rooms, manual training rooms, a horticultural laboratory, gymnasium, assembly hall, kitchen, laundry, and bakery.

Military training receives special attention and is made the basis of discipline. Besides the usual school room work on a course but slightly modified from the regular school course the boys have work in manual training, farming, dairying, gardening, poultry-raising, caring for and feeding stock and in the farm nursery.

The average membership for the year 1911 was 312, and the average net cost per capita was \$265.03 for a period of 52 weeks, or \$5.09 per week.

The Schools of Cook County

Cook County includes within its borders the city of Chicago and the numerous suburban cities and towns within a distance of twenty miles or more. Because of the convenient transportation facilities afforded by the numerous lines of steam and electric railways radiating from Chicago, and the qualities of the soil, many of the people of the rural districts are engaged in market gardening and dairying, although large tracts of land have been bought up by wealthy citizens of Chicago who engage by proxy in agricultural pursuits as a diversion.

Cook County Normal School, of which so much has been heard in past years, is a Normal School located in the City of Chicago for the training of teachers for the schools of Chicago. Teachers trained there do not go to the rural schools of the county, as until about a year ago the usual salary of the rural school teacher was thirty-five dollars a month for a period of eight months.

As the County Superintendents of the State of Illinois are elected for four years by the vote of the people, and, as each, until January 1st, 1911, had power to examine and issue certificates to those desiring to become teachers in his own county, and, as Rural School Boards wished to secure teachers as cheaply as possible, it may readily be seen why the majority of the teachers in rural schools have received no professional training before entering on their duties, or are not even graduates of High Schools. Very many have had only one or two years of High School work.

About a year ago the Superintendent of Cook County, relying on the support of the voters of the city of Chicago and other cities and large towns in the County, issued a notice to the teachers that he would not renew the certificate of any teacher who would re-engage for less than fifty dollars a month, and that each beginner must serve an apprenticeship for six months.

The most noteworthy departure in the school system of Cook County is the attempt to solve the problem of rural school supervision. It is generally recognized that while the city schools, with their well-trained and experienced teachers, have a superintendent and assistant superintendents, supervisors of special subjects, and principals who give their time to the work of general supervision, and that while the schools of the towns and larger villages have a superintendent who devotes all or most of his time to supervision, the rural and small village schools, with teachers frequently without training or experience, are without any supervision since it is impossible for the County Superintendent to visit these schools more than once or twice a year for about an hour at each visit.

In Cook County the superintendent has been given five assistants who are known as School and Country Life Directors. Each has charge of about thirty schools. He must live in the district assigned him and must devote his whole time throughout the year to the supervision of the work of the schools and to improving school and country life conditions and opportunities.

That additional supervision for country schools is rapidly becoming a live question in several states may be shown by quoting from an article by the State Superintendent in the Educational Press Bulletin, issued by the Department of Public Instruction. He writes as follows: "While some of the States have discontinued the county superintendency and established in its place the township superintendency, as in Ohio, or district supervision as in New York, Illinois seems to be moving very, very slowly towards an enlargement of the supervising force in the office of the County Superintendent. Already thirty-three counties have added assistant county superintendents. There are now thirty-seven assistant

superintendents. While this is sufficient to show the tendency and the direction it is not sufficient to secure the desired results. There is only one county in the State where the County Board has faced the matter squarely and allowed a sufficient number of assistants to secure the best results. That is Cook County."

Special Training for Rural School Teachers

That Ontario is not the only place affected by the townward movement may be seen by the following quoted from the Normal School Quarterly of Oct., 1911, a publication by the Illinois State Normal University. The spelling is that adopted by that institution.

"No state in the nation exceeds Illinois in agricultural prosperity and possibility. But here, as elsewhere, notwithstanding the pecuniary attractiveness of farming a startling rural exodus has occurred during the past decade. Three-fifths of the farms of Illinois are to-day under tenant management. Leaders have been drained from the County and the whole character of rural communities has been materially changed as a result of this endless moving-to-town mania.

"Thru this period of rural transition no institution of country life has suffered more than the country school. Numerous schools that were once well maintained and enthusiastically supported with an enrolment of from fifty to seventy children now present, but a pitiful shadow of their former efficiency. In 1909, 106 country schools in Illinois enrol fewer than five pupils; 589 fewer than ten; 1,460 fewer than fifteen, and 32 districts had no school at all. A significant fact of the present situation for those who seek the state's best welfare is that in several respects, particularly in its legislative aspects, rural education in Illinois has not kept pace with the recent progress of other states. Indiana, for example, now has almost 600 good consolidated schools, whereas Illinois, notwithstanding her great agricultural wealth and the acknowledged efficiency of the consolidated school, has but twelve."

To meet what is believed to be the requirements of country schools and conditions, many Normal Schools in various states are giving courses for the special training of country teachers. Such terms as "leaders of rural life," "community builders," "rural community welfare and social relationship," "social life leadership," flow readily off the tongues of immature but enthusiastic teachers, and some educational publications become quite hysterical about the idea. That all might profit by a training in social efficiency, that there is need for giving more attention to rural conditions, and that the work of the Normal Schools is adapted to the conditions of the graded town school rather than to those of the ungraded rural school no one will deny. However, when we note from the Calendar of the Illinois State Normal University that the course intended to qualify a youth to take charge of a country school and enable him to become a "rural life leader" or a "community builder" may be taken in two years by one who has completed the eight grades of the elementary school, or in one year, if he has had two years of High School work, we feel that the teachers of the rural schools of Ontario need not fear comparison with those of any state.

One means taken to increase the efficiency of the country school is worthy of our consideration. This is the Annual Country School Conference. The Country Teachers' Association is a state-wide organization that for some years held an annual conference at the Normal University during the fifth week of the summer course. As it was not possible to draw teachers from all parts of the state it is now proposed to hold a Country Teachers' Conference at each of the

five Normal Schools. Would it not be beneficial if similar conferences of country teachers were held during Easter week at each of our Normal Schools for the consideration of problems directly relating to country schools and conditions?

Standard Schools

To assist in the improvement of the one-room country schools and the graded schools in small villages, the State Assembly has provided two men in the office of the Superintendent of Public Instruction to devote their entire time to these schools. Their plan is to work through the county superintendents. Three diplomas are offered by the State Department to schools which meet its requirements for a standard country school, a superior country school, and for a standard village school. There were in 1912 10,632 one-room country schools doing the work of the eight grades and 370 village schools with a course of study of nine, ten, or eleven years, *i.e.*, doing one, two, or three years of High School work. Six hundred and thirty-seven country schools have met the requirements of a standard one-room country school and have received the diploma.

The requirements for a standard one-room country school are as follows:—

Yard and Outbuildings

1. Ample playground.
2. Good approaches to the house.
3. Two well-kept widely separated outhouses.
4. Convenient fuel houses.

The School House

1. House well built, in good repair and painted.
2. Good foundation.
3. Well lighted.
4. Attractive interior decoration.
5. Good blackboards, some suitable for small children.
6. Heated with jacketed stove in corner, or a room heater and ventilator in corner, or basement furnace which brings clean air in through the furnace and removes foul air from room.
7. Floor and interior clean and tidy.

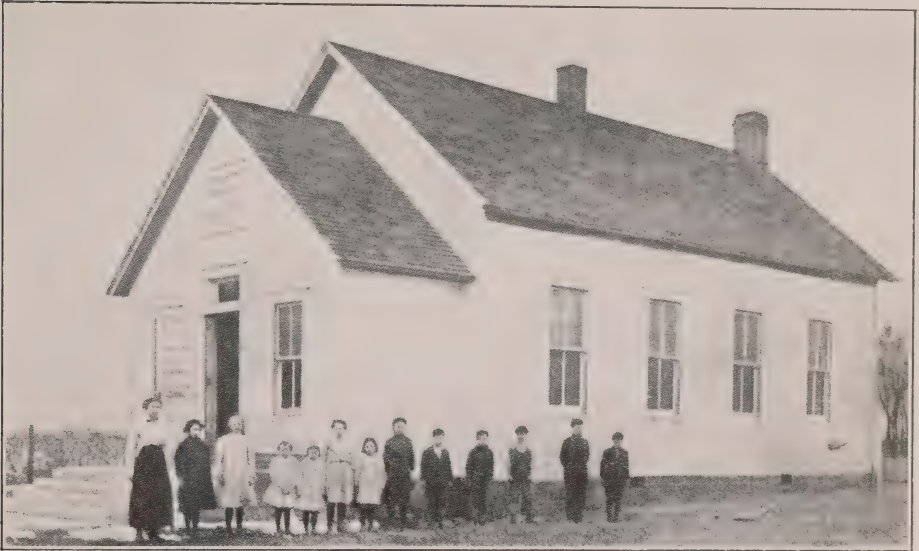
Furnishings and Supplies

1. Desks suitable for children of all ages properly placed.
2. Good teacher's desk.
3. Good book-case.
4. A good collection of juvenile books suitable as aids to school work as well as general reading. Pupils Reading Circle organized.
5. A set of good maps, a globe, dictionaries, sanitary water supply.

The Organization

1. School well organized.
2. Classification and daily register well kept.
3. Definite programme of study.
4. Programme of recitation.
5. Attendance regular.
6. At least seven months school.
7. Discipline good.

Sangamon County Schools



FLETCHER SCHOOL

District No. 168, Fletcher School.—This school was placed on the standard list, February 25, 1913. Here we have a Smith heating and ventilating system, library, single seats, pictures, apparatus.



LEONARD SCHOOL

District No. 2, Leonard School.—An excellent school in every respect. Since the picture was taken a neat fence has been built, adding much to the appearance of the yard. Here we have a fine basement, furnace, library, good pictures, telephone, etc. The directors want to place their school on the Superior Standard List during the summer.



HARBERT SCHOOL

District No. 3, Harbert School.—A neat and well kept Standard School. Heater, good pictures, library, plenty of apparatus.



SUNNY SIDE SCHOOL

District No. 153, Sunny Side School.—A Standard School. A fine playground here.



CROW'S MILL SCHOOL

District No. 123, Crow's Mill School.—This is one of the neatest and best kept schools in the county. Fine pictures, good library, heater.



COTTAGE HILL SCHOOL

Here we find beautiful pictures, fine piano, large library, all kinds of apparatus, furnace, etc.

The Teacher

1. Education; the equivalent of a high school course.
2. Must receive at least \$360 per annum.
3. Ranked by the County Superintendent as a good or superior teacher.
4. Must read Teachers' Reading Circle books and attend institutes and meetings.

The requirements for a superior one-room school and for a standard village school are considerably higher than the above. Reproductions of photographs of standard one-room country schools in Sangamon County near Springfield are shown above.

Township Meetings for Teachers and Pupils

A feature of the rural school work of Sangamon County that is worthy of some consideration is the township meetings for teachers and pupils organized by the very energetic and capable County Superintendent.



TOWNSHIP MEETING AT THE FRANKLIN SCHOOL, SANGAMON CO., ILLINOIS, OCT. 13, 1913

All the schools of the township are asked to dismiss for the day and attend the school where the township meeting is to be held. The teachers of the different schools take their turn in teaching classes during the forenoon; series of games are played outside from 11.30 until 1.30, and during the afternoon a programme of songs, compositions, recitations and addresses is given. Each school is expected to bring some of its best work for inspection. The Farm Boys' Brigade and the Girls' Home Circle, organizations formed in each township, reorganize and elect new officers.

It is held that these township meetings will prove more beneficial to pupils than one day's attendance in the home school. How they are appreciated and attended may be seen from the accompanying photographs of township meetings, at one of which we were present.



TOWNSHIP MEETING AT THE NIPPER SCHOOL, SANGAMON CO., ILLINOIS, OCT. 15, 1913

Township High Schools

There are very few consolidated schools in Illinois, but the necessity for High School education in rural districts is being met by the Township High Schools. These are established by the vote of the people of a township. As the term "township" includes any villages that may be within the six miles square, which constitutes the township, it may be admitted that these schools are usually established because the vote of the village is sufficient to overcome the opposition of the rural portion of the township. There are at present 110 Township High Schools in the State. We visited two of these in Sangamon County, and if they are to be regarded as typical, these schools are a credit to the State. The schools visited were those of Divernon and Pawnee Townships. The Pawnee Township High School was in course of erection and the High School classes were in rented quarters in the village. So far as we could judge, the building when completed will be equal to that of Divernon Township, photographs and description of which are reproduced below.

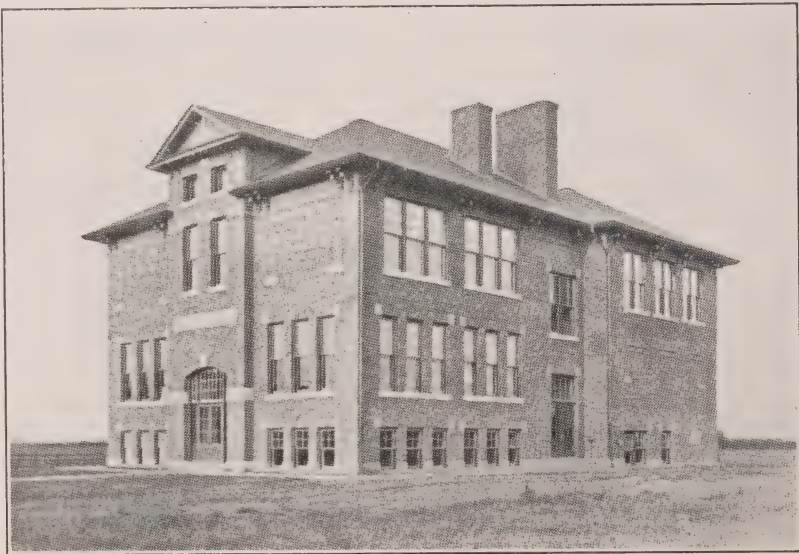
The cost of the building complete and furnished was about \$30,000. It was erected in 1912.

The building is of red brick laid in black plaster. It is excellently lighted and has a thorough system of ventilation.

A water plant is in the basement with a gasoline engine to pump the water into an air pressure tank. Spacious toilet rooms for both sexes are in the basement, and several sanitary drinking fountains are placed in each.

The walls and ceiling are plastered and finished with "rough" finish which gives them a very fine appearance. The woodwork is in dark cherry stain. In the halls and corridors the baseboard is made of cement.

Leading into the building from the west is a flight of stairs, also from the south and north. The frame work of the stairs is steel with steps of cement. The floor of hall at the west entrance is "marble tile;" extending up on the sides for about five feet is solid marble. This contains a fine stone tablet containing the names of the Board of Education, contractors and architect.



DIVERNON TOWNSHIP HIGH SCHOOL

The floors of corridors are made of cement.

The floors of all of the rooms are of hard maple wood.

In the basement are located the toilet rooms, manual training room, gymnasium and boiler room.

On the first floor are found the large assembly room, which will seat about 250 people, the cloak rooms, principal's office, and library.

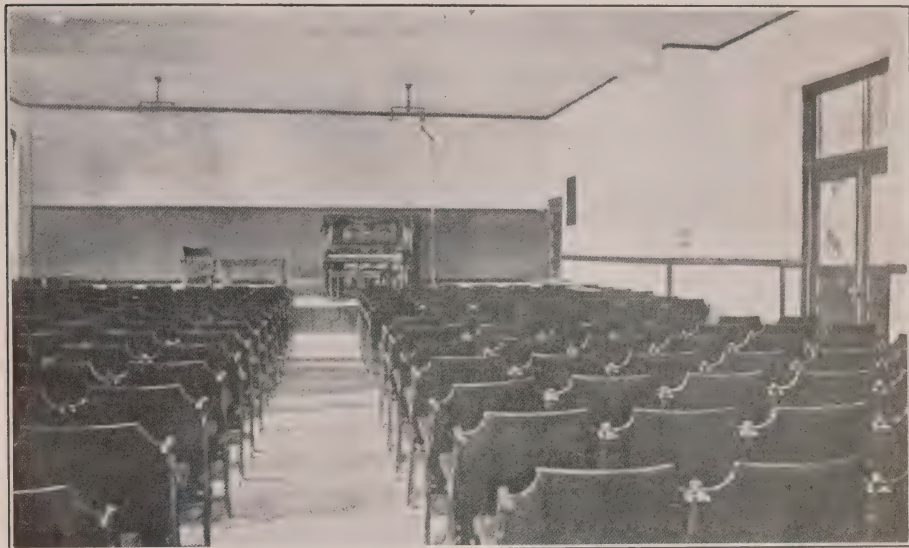
On the second floor are found a domestic science room, a study room, laboratory and two large class-rooms.

In each of the rooms on the second floor, except the study room, are a large closet and a "store closet."

The building is equipped with electric lights, electric bells and telephone.

Perhaps one of the best features of this school building is the automatic heat regulator. This alone cost \$800.00.

The building when completely furnished will be one of the best up-to-date high schools in the State.



AUDITORIUM, DIVERNON TOWNSHIP HIGH SCHOOL



STUDY ROOM, DIVERNON TOWNSHIP HIGH SCHOOL

Boys' State Fair School

A very interesting feature of the Illinois State Fair held at Springfield is the Boys' State Fair School, which is attended by representative boys from every county in the State. The aim of this school is stated to be, "To offer to a well selected body of young men the means for systematic observation and study, under the direction of competent instructors, of the great agricultural, mechanical and educational exhibits of the State Fair and through such agency more fully to inform and interest the residents of the counties in the resources of Illinois, and the achievements of her citizens as demonstrated by the displays on exhibition."

Each county is allowed two delegates, one to represent rural and the other the city and town schools. Counties with a population of between forty and sixty thousand are allowed two extra delegates and those counties having a population of from sixty to one hundred thousand are allowed three extra candidates. Cook County is given fifteen delegates and each member of the State Board of Agriculture is invited to appoint a delegate.

The age of the delegates must be over fifteen and under twenty-one. Each boy is expected to pay his own railway fare and five dollars to cover his board, tuition and incidentals, and to provide himself with sheets, towels, soap and other toilet articles.

A model military camp is provided by the Militia Department and this is in charge of the Adjutant-General. If a sufficient number of boys desire military drill this is arranged for. Physical exercises are provided for under the athletic director of one of the Normal Schools.

The school is under the control of a Principal who arranges the programme of study, assigns boys to classes, keeps a record of attendance, study, deportment, etc. He may have one or more assistants. The lectures and class instruction are given by the members of the faculty of the Agricultural Department of the State University.

Each boy is required to keep a record of each day's observation and instruction and this is passed upon by one of the assistants. Each member of the school is expected to prepare from his week's observations and study a report suitable to give to his school and to the County Farmers' Institute; also to furnish a statement of the same for the home papers. To each boy who does this satisfactorily a diploma is granted by the State Board of Agriculture. Two hundred and twelve boys representing 94 counties, out of a total of 300 delegates from the 101 counties of the State, attended the State Fair School of 1912, and 176 Diplomas were granted.

This State Fair School was held for the first time in 1910, and already a number of the States are following the lead of Illinois in the establishment of State Fair Schools. Some of them are paying the railway fare and supporting the boys while at the Fair.

We would recommend that some such school be organized in connection with Toronto Exhibition and, if it proves successful, that it be extended to the Exhibitions at London and Ottawa.

INDIANA

To the school man from Ontario, Indiana presents many familiar features. The school system is highly centralized under a State Superintendent of Public Instruction and a State Board of Education. The central body has control of

the examination and certification of teachers, has power to authorize text-books, and manages and controls the State Normal School and the State Library. Through a recently appointed High School Inspector for the State, the high schools also have been brought very closely under the control of the central authorities.

But it is with the differences between the systems of Indiana and Ontario that we wish to deal, as it is from these differences we may perhaps learn most. The two things in connection with the school system of Indiana that appealed most to us were: First, the township trustee system, and second, the great progress made in the State along the line of consolidation of rural schools. It is but fair to state that in the latter respect Indiana is far in advance of Ontario.

Township Trustee

Nearly half a century ago Indiana did away with the system of having three trustees for each school district in the State, and placed the control of all schools in a township in the hands of the Township Trustee. To a British subject from Canada the powers of the township trustee seem startlingly great. The powers and duties of our township councils, township clerk and treasurer, and of all the township school trustees, seem to be combined and placed in the hands of one man. The township trustee is, in fact, a township commissioner who manages all the township affairs.

So far as school matters are concerned, the township trustee has power to employ teachers, to locate and to maintain schools for all the children of the township. Any trustee may also establish and maintain in his respective township, as near the centre as seems wise, at least one graded high school. In fact, in school matters the township trustee is clothed with almost autocratic powers, he may under certain conditions cause district schools to be abandoned and cause to be erected a consolidated school. The school law gives him power to pay for the transportation of pupils from the abandoned schools to the consolidated schools. In the last report of State Superintendent Greathouse it is proposed that power be given the trustee to pay for the transportation of pupils in a school district itself, and this proposal is made because of demands from parents and ratepayers that such power be granted.

Consolidated Schools

As a result of the wide powers of the township trustee, the advancement along the line of consolidation of schools in Indiana has been very great. Nearly eight hundred consolidated schools are now in operation in the State. The system is so well established that argument for its value is hardly needed. It is felt that the people of the rural districts are entitled to just as good school facilities as the people of urban districts. With consolidation they can have schools as good as the best.

Caleb Mills called attention to the need for consolidation in Indiana as early as 1856, but nothing of importance was done till 1899, when a law was passed granting trustees the right to pay for transportation of pupils. Since the passing of this law great advance has taken place. Consolidation has made it imperative to provide new buildings. These buildings are modern and sanitary. They usually contain from four to eight class rooms, well lighted halls, basements equipped for manual training and household science, and toilet and cloak rooms. All of the buildings we saw had basements equipped for play-rooms in bad weather and had a large assembly hall on the upper floor.

These schools are centres of township social life, as well as day schools for children. The people of the neighbourhood use the buildings for school entertainments and lecture courses, and as a result the community spirit brings about a better attitude toward the school and more willing financial support. We were informed that the value of the land had increased more in the districts where schools were consolidated than in districts where they were not.

Experience in Indiana has shown that it is cheaper to build and keep up one four-roomed building than to build and keep up four one-roomed buildings. Experience has also shown that the cost of instruction is lessened by consolidation, while efficiency of teaching is increased. By consolidating eight schools with say one hundred and fifty pupils, six teachers instead of eight do the work and more time can be given to each pupil because of better grading of work. It has also been found that high school work can be provided in rural districts through con-



TRANSPORTATION SCENE—TWELVE WAGONS OF ADAMS TOWNSHIP, KNOX CO.

solidation. Students who could not have entered high school, had they been compelled to leave home, are attending these rural high schools.

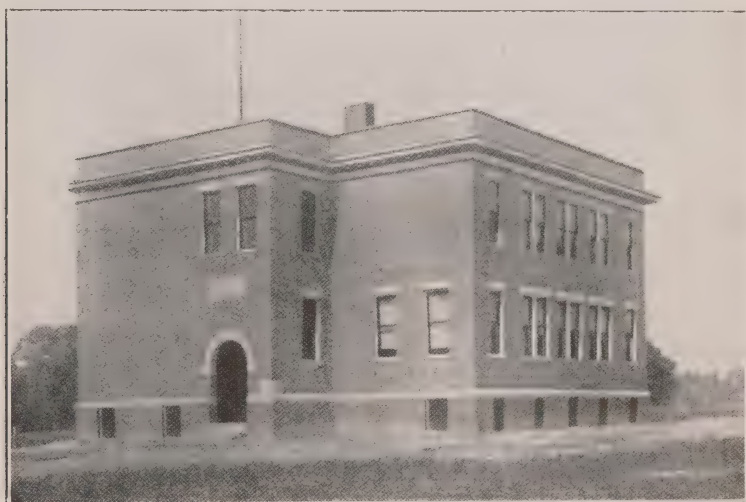
Such subjects as agriculture, household science, manual training, music and drawing are receiving attention, and good results, it is claimed, are obtained, particularly through the teaching of agriculture. In fact, the consolidated school in Indiana has brought to the country community a well classified, well equipped, well taught school, the absence of which has heretofore driven so many boys off the farm. It is no longer necessary for the farmer to move to town to educate his children nor to send them to boarding houses away from parental control.

The success of the consolidated school depends upon transportation. The increase in the cost of consolidated schools is due to the cost of transportation, but if the transportation is safe, comfortable, rapid, and in charge of men of high character, no trouble has been found. In Indiana the people demand drivers of high character and as a result consolidation has been a success. It is important to point out that the roads of Indiana which we saw were excellent.

In 1911-12 there were 23,861 pupils transported to school by school wagons and private conveyances, 410 by interurban cars, and 88 by steam cars. The number has increased very greatly during the past two years.

Tippecanoe County

In company with State High School Inspector A. O. Neal and Township Trustee Hodgkins, we visited a number of consolidated schools in Tippecanoe County, and also a few one-teacher schools. We saw the pupils of the Wea Township School dismissed and all the pupils safely away in the school wagons within five minutes of the time of dismissal. The accompanying pictures and plans show what has been done in this county.



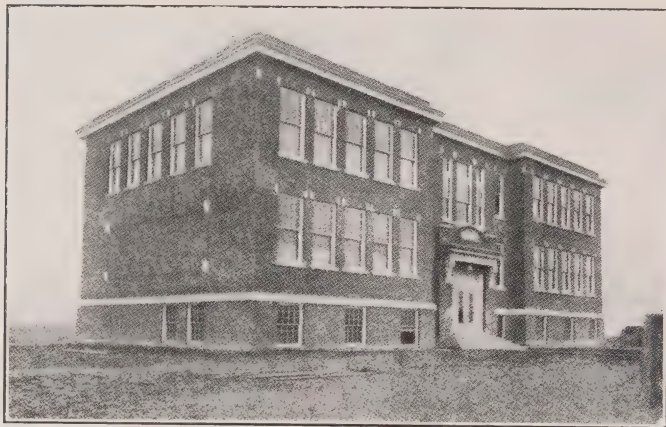
THE FIRST CONSOLIDATED BUILDING OF CLAY COUNTY, IND., BUILT IN 1911

Transportation in Tippecanoe County, Indiana, 1911-12

	The County	Townships												
		Wea	Wayne	Washington	Wabash	Union	Tippecanoe	Shelby	Sheffield	Randolph	Perry	Lauramie	Jackson	Fairfield
No. of Wagons.....	67	8	4	6	4	6	4	0 ²	4	6	4	15	3	3
Per diem to drivers.....	\$157.14 ³	\$22.00	\$8.50	\$12.00	\$7.50	\$15.00	\$9.75	\$2.00 ²	\$9.93 ²	\$15.00	\$9.00 ²	\$23.90	\$7.50	\$5.00
Pupils transported	1000	106	81	76	37	116	52	17	45	95	51	235	38	51
Length of term in months	7 9/13	8	7-8 ¹	7-8 ¹	8	7 ¹ / ₂	8	8	8	8	7	8	7 ¹ / ₂	8
Cost per day per cap.....	15.7c	20.7	10.5	15.7	20.3	12.9	18.7	11.9	22	15.7	17.6	14.4	19.7	9.8

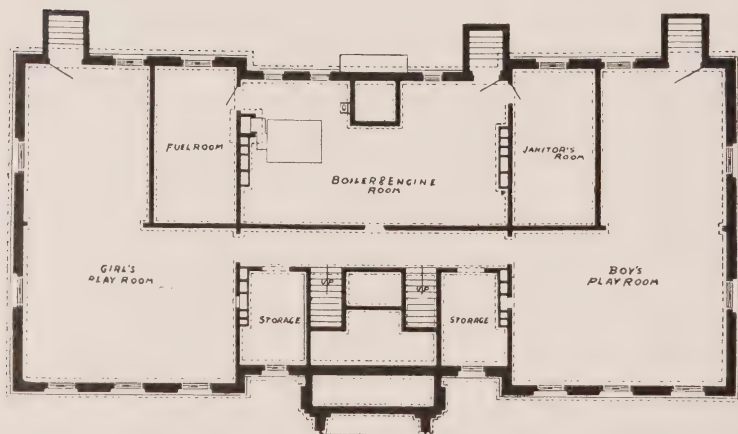
Note. ¹This shows that the elementary schools were in session for 7 months and that the high school was in session 8.
 Note. ²Parents employed to take their own children to school.

Wea Township

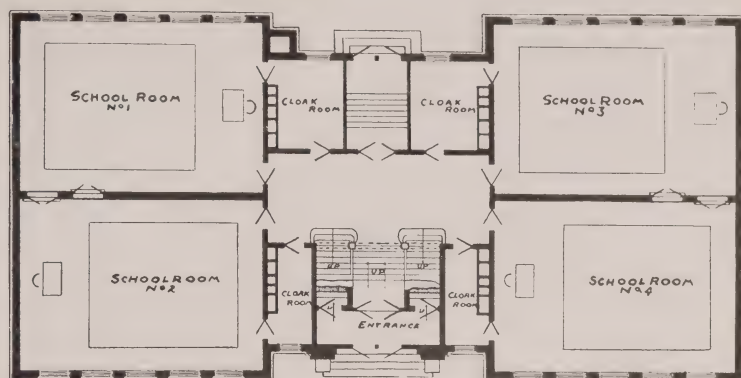


WEA CONSOLIDATED SCHOOL

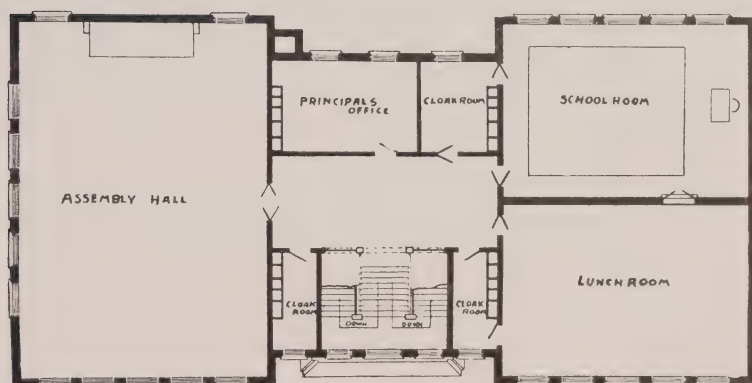
The Wea School is heated and ventilated with direct-indirect steam. Flush toilets, lavatories and sanitary drinking fountains are located on both floors. This building was erected in 1911 at a cost of \$25,000.



BASEMENT PLAN
WEA CONSOLIDATED SCHOOL



FIRST FLOOR PLAN
WEA CONSOLIDATED SCHOOL



SECOND FLOOR PLAN
WEA CONSOLIDATED SCHOOL

Union Township

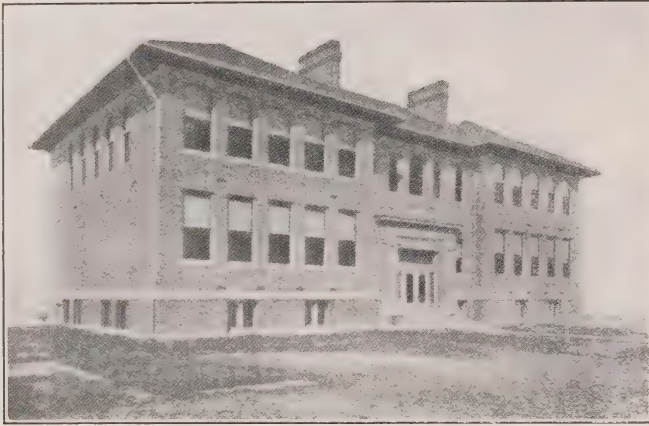
Union Township had five district schools in April, 1911. In September of that year all children were transported to the new consolidated school near the centre of the township. This building cost \$22,000.

Results of consolidation in Union Township:—

“The per cent. of attendance has materially increased. The per cent. of attendance for the five district schools of Union Township for 1910-11 was 90.5: for the same township for 1911-12, when all pupils were transported to the central school, the per cent. is 92. And during the year an epidemic of whooping-cough reduced attendance very greatly in the lower grades, as may be seen by the following table:

First grade	81.0%
Third grade	93.5%
Second and fourth grades	94.6%
Fifth and sixth grades	96.0%
Seventh and eighth grades	95.0%

Without the epidemic the attendance would have reached 94 per cent. or better.”
—From Report of Superintendent Hooker.



UNION TOWNSHIP CONSOLIDATED SCHOOL
This Building cost \$22,060.

General Remarks

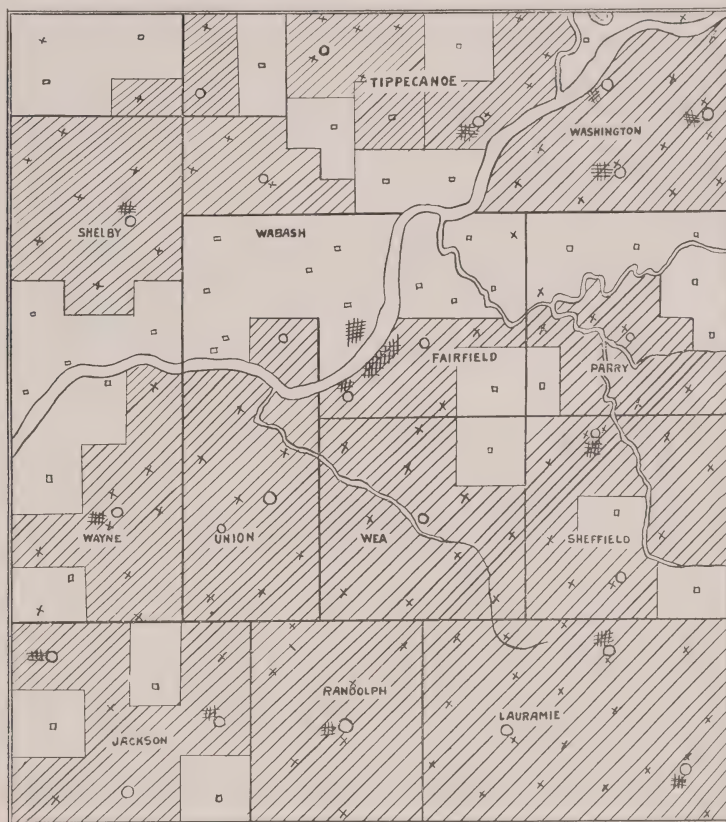
In visiting the schools of Illinois and Indiana, one cannot fail to be struck by the difference in the matter of consolidation of schools between the States. In Illinois, a very rich agricultural State, little, comparatively speaking, has been done; in Indiana, not so rich agriculturally, very much progress has been made. What is the explanation? It seems to us to be not in the difference in roads, though in this respect Illinois is at a disadvantage compared with Indiana, but in the difference in control of rural schools. In Illinois, as in Ontario, there is the old district system with three trustees to each school section; in Indiana there is the township trustee system. Consolidation is retarded in Illinois, as in Ontario, by the district system with its local jealousies and divided interests. Consolidation is accelerated in Indiana by the township trustee system with centralized power. Whatever has been accomplished for good along educational lines in Ontario has been accomplished largely because of our centralized provincial system. Has not the time come for the application of the principle of centralization to the township or county so far as the schools are concerned? We feel that if township boards or county boards of trustees could be chosen to replace the present system in Ontario, a great step toward the solution of the rural life problem would be taken.

Special Days

In Illinois we found certain days set apart in the schools for the consideration of special subjects. “Corn Day” is in November, “Fire Protection Day” in December, and “Good Roads Day” in February. In Indiana, “Bird Day” is in October. “Apple Day” in the same month, and “Arbor Day” in April. On the days set apart special attention is given to the subject of the day; outside speakers are

invited to be present; pictures, music, and readings are provided; and assistance is often given by the State Education or Agricultural Department. We have our Arbor Day and our Empire Day; perhaps a "Fire Protection Day" or a "Good Roads Day" would be of use to Ontario.

In Indiana we were assisted in every way possible by State Superintendent Charles Greathouse, and by State High School Inspector A. O. Neal, the latter of whom gave up his whole time for nearly a week to assist us in our visits to the schools. To these gentlemen, and to all the other school officials with whom we came in contact, our thanks are due.



CONSOLIDATION OF SCHOOLS 1912. TIPPECANOE COUNTY, IND.

○ Consolidated schools. □ District schools in operation.
 × Abandoned district schools.

In Illinois also we were shown the greatest kindness and given every assistance by State Superintendent Blair, who gave us a whole day of his valuable time, and with whom we had the pleasure of visiting Lincoln's old home and the Lincoln monument. To State Superintendent Blair and to County Superintendent Pruitt of Sangamon County we are greatly indebted.

St. Louis

The school system of St. Louis is one of the best city systems in the world. Through the courtesy of the Superintendent of Schools, Mr. Ben. Blewett, we were

able to look somewhat into the leading features of the St. Louis Schools. Three things appealed to us as Canadians: first, the Educational Museum; second, the provision for the training of sub-normal children; third, the High Schools, particularly the High School for coloured children. With District Superintendent W. J. Bryan we were able to study the last two, and with District Superintendent Rathmann the first. To these gentlemen and to the City Superintendent Ben. Blewett our thanks are due.

Educational Museum

Perhaps the unique feature of the St. Louis School system is the Educational Museum. The Board of Education maintains an Educational Museum in order to improve the instruction in Geography and Science by furnishing apparatus and illustrations for daily lessons. It would not be feasible without excessive expense to supply every one of the public schools with a full set of physical apparatus with large numbers of scientific specimens, or with full geographical collections to illustrate the life of peoples and the products of distant lands. It is possible, however, to gather such collections and store them in a central museum from which selections are sent, on request, to all the schools.

The materials in the museum may be divided into two classes—first, those specimens which are so rare, costly, large or delicate that they cannot be sent from school to school; and, second, those than can easily be duplicated and sent from school to school. Teachers and their classes visit the museum to study the specimens of the first class, and along this line the work in St. Louis does not differ from the work in many other places. But in the second class the work of the museum is particularly interesting. At first one wagon was used by the Board to carry specimens asked for to the schools. Once a week the wagon would visit a school, carrying specimens and collecting those sent the week before. Soon two wagons were required, and now an automobile truck is used. A curator is in charge of the museum and attendants are employed to pack and unpack the specimens used.

The material in the museum is grouped in accordance with the course of study. Some of the groups are as follows:—

Food Products: These comprise the cereals in the plant, the grain, their products, *e.g.*, tea, coffee, sugar, spices, etc.

Materials for Clothing: These comprise the various animal and vegetable fibres of the world and the fabrics made from them.

Other Natural Products: These are foreign and domestic woods, rubber, camphor, cork, coal, in their various stages.

Industrial Products: These show the various processes in the manufacture of such products as paper, pen, pencil, glass, leather, etc.

Animals: Specimens of mammals, birds, fishes, reptiles, insects, etc., are mounted or preserved in alcohol.

Plants: Models and coloured pictures.

Minerals.

Exhibits: Pictures, etc., are provided to illustrate life and history of other nations.

Collections of stereoscopic views.

Lantern slides.

Educational exhibits illustrating school work and school life in other countries, etc., etc.

In addition to the Museum there is a Pedagogical Reference Library containing reference books on all material sent out and also pedagogical books of all kinds as well as educational periodicals.

The materials to be used in illustrating lessons in geography, history, nature study, reading and art have been divided into typical collections which are sent to the schools on request. Weekly deliveries and collections are made.

It is enough to give one an idea of the extent of the loan feature of the museum to say that the catalogue of the museum is a book of more than 150 pages.

It may be of interest and aid to some to know how the museum has secured many of its exhibits. At the close of the "World's Fair" in St. Louis many exhibitors from abroad presented collections of materials grown or made in their country to the museum. Later various manufacturers were asked to send exhibits to the museum to show the various stages in the process of manufacture of their wares. Then teachers in various distant places were asked to assist. The Agricultural Departments of the Federal and State Governments were asked for help. Merchants were invited to assist. In response thousands of specimens and exhibits were secured. The chief expense to the School Board has been in providing a building and in providing for loaning to the various schools.

What has been done in St. Louis on a large scale might easily be done on a smaller scale in many large towns or cities. It would seem possible, for instance, for every school to have specimens to illustrate the steps by which the wheat plant becomes the grain, then the flour, bran, etc., then various articles of food.

Schools for Sub-Normals

We visited "Special School No. 1" for sub-normal or defective children. As it is typical of all such schools in St. Louis, a brief description will suffice. The building is a cottage, two stories with a basement, in appearance a good dwelling-house. Before a child is admitted to the school he must be examined by a teacher and Principal of the ordinary school within whose boundary he resides, then by the special supervisor for schools for sub-normal children, and lastly by a physician.

In "Special No. 1" we found three teachers and forty-five children. There were three class rooms with movable seats, manual training room, physical training room, a suite of rooms containing kitchen, dining-room, and bedroom, besides toilet rooms, wardrobes, etc.

Individual instruction is given as far as practicable. In a class-room we visited we found four children reading with the teacher, three building with blocks, and five weaving or making simple things. Great use is made of handwork and of play and singing. Transportation is paid by the city wherever the distance of the pupils' home from the school makes it necessary for him to use the street cars.

High Schools

The Soldan High School is the last word in high school building in St. Louis. The building itself cost in the neighbourhood of one million dollars and is erected in the centre of a fine residential section of the city. The school has a staff of seventy-five teachers and an enrolment of over 1,700 students. Every convenience or device known to modern pedagogy has been provided for in the class-rooms. But the features of the building are the great auditorium, the four art rooms, the two gymnasiums equipped with bath, locker, and dressing rooms, and the rooms



THE FRANK LOUIS SOLDAN HIGH SCHOOL, ST. LOUIS, MO.



FRANK LOUIS SOLDAN HIGH SCHOOL

for dressmaking, millinery, cooking, wood-working, iron-working, forging, foundry work, etc., etc.

Lunch is provided at noon for all students who desire to purchase it. The service is *a la carte*, and it is interesting to note that, notwithstanding the high cost of living, a very good lunch can be purchased for from ten to fifteen cents. We had a meal which at the school prices would have cost fifteen cents, but down town four or five times as much. Students who bring their lunch with them eat at the same tables as those who purchase theirs.

The Soldan High School has been thus briefly described in order to show what is being done in a large city to provide secondary education for the white population. Principal Powell of the school informed us that the manual work of the school was eagerly taken hold of by the children of the wealthiest people of the city.

After seeing what was being done for the white students, we visited the Sumner High School for coloured students. The building is older than the Soldan High School, but is very modern indeed. It is equipped with fine class-rooms, baths, gymnasiums, auditorium, and rooms for the household and manual arts. The class-room instructors are coloured men and women, but some of the special instructors such as the instructors in printing and machine shop work, are white.

We had the pleasure of lunching with Principal Williams at this school and thus of testing the food provided for the daily lunch of the students. No food could have been more wholesome or appetizing, but if paid for by us at the school rate the high cost of living would have received another blow.

At this school we took some time to observe regular class-room teaching by coloured teachers. Seldom have we seen work of as high an order as we saw being done by the teachers here, all of whom are college graduates.

Of the coloured students we were told that three fourths of the boys take manual training of some kind, and that most of the girls take some form of household science. To show how eagerly coloured children seek the advantages of secondary education we give the following figures: In 1912, out of 94 pupils completing eighth grade, 93 pupils entered the High School, and in 1913 out of 142 completing eighth grade, 140 entered High School.

Night classes are provided in this school and are very largely attended. A special feature of both day and night classes is the course for automobile drivers. Students are trained in the assembling of the parts to make an automobile, in running the school automobile, and in repair work of all kinds. The demand for chauffeurs is greater than the supply the school can turn out.

We had the pleasure of hearing the pupils of this school sing. It was inspiring to listen to six hundred young coloured people sing their choruses, and one could not but think, in looking over a gathering of such students, that St. Louis was doing much for the coloured race.

II. REPORT OF WM. SCOTT, B.A.

PRINCIPAL, NORMAL SCHOOL, TORONTO

During the month of October, in company with Principal Casselman, of the North Bay Normal School, I visited the following institutions in the United States:—

- (1) The Northern State Normal School, Marquette, Mich.
- (2) The State Normal School, at Superior, Wis.
- (3) The State Normal School, at Duluth, Minn.
- (4) The State High School, at Hinckley, Minn.
- (5) The Consolidated School, at Brookpark, Minn.
- (6) The State Normal School, at Mankato, Minn.
- (7) The Consolidated School at Medford, Minn.
- (8) The State Normal School, at Winona, Wis.
- (9) The State Normal School, at La Crosse, Wis.
- (10) The Stout Institute at Menomonie, Wis.
- (11) The State Normal School, at River Falls, Wis.

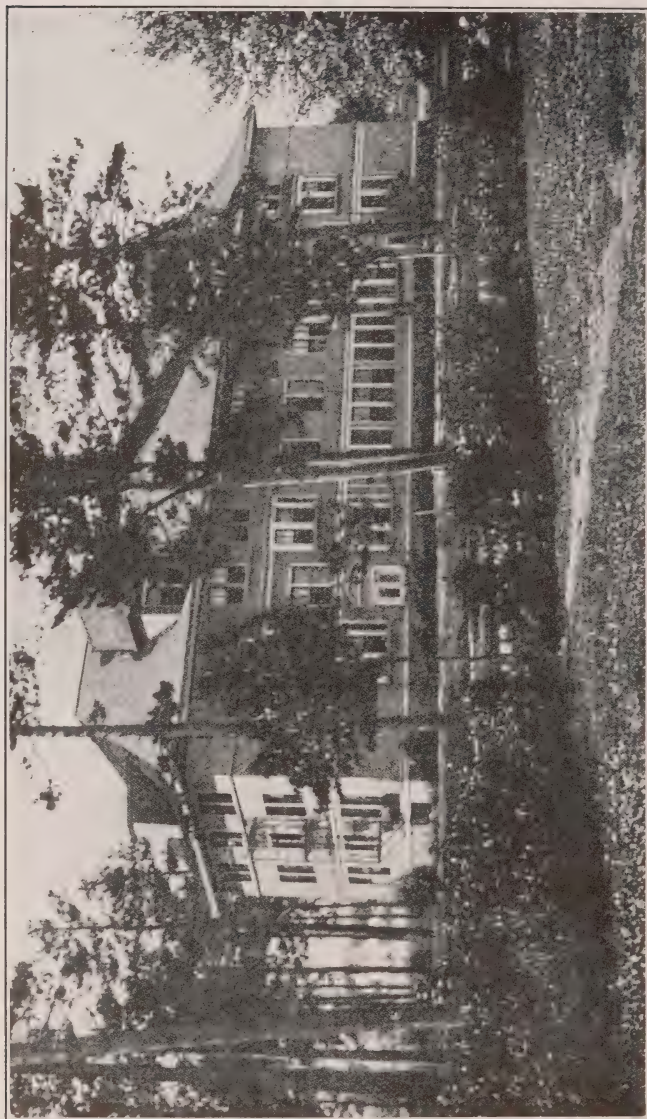
We were received with unfailing courtesy everywhere, and every facility was afforded us to investigate their educational conditions and to discuss their educational difficulties and aims. Everywhere we found a feeling of unrest, such as is to be found in Ontario to-day, and everywhere we found efforts to find a solution of the problems that face trainers of teachers; such problems as how to retain the boy and the girl on the farm, how to prepare teachers for rural schools, how to make teachers acquainted with the conditions which they meet in rural communities and in ungraded schools, and how to bring the kindergarten and primary grades of the public schools closer together in methods and work.

At all the Normal Schools visited the teacher's course was two years in length, if the student entered from a high school, having a certificate from the principal certifying to four years of satisfactory work at the High School. If the student entered from the eighth grade of a public school, as many do, the course is one of five years. Thus, in this case, the Normal Schools must do the work which is done in Ontario in the High or Continuation Schools.

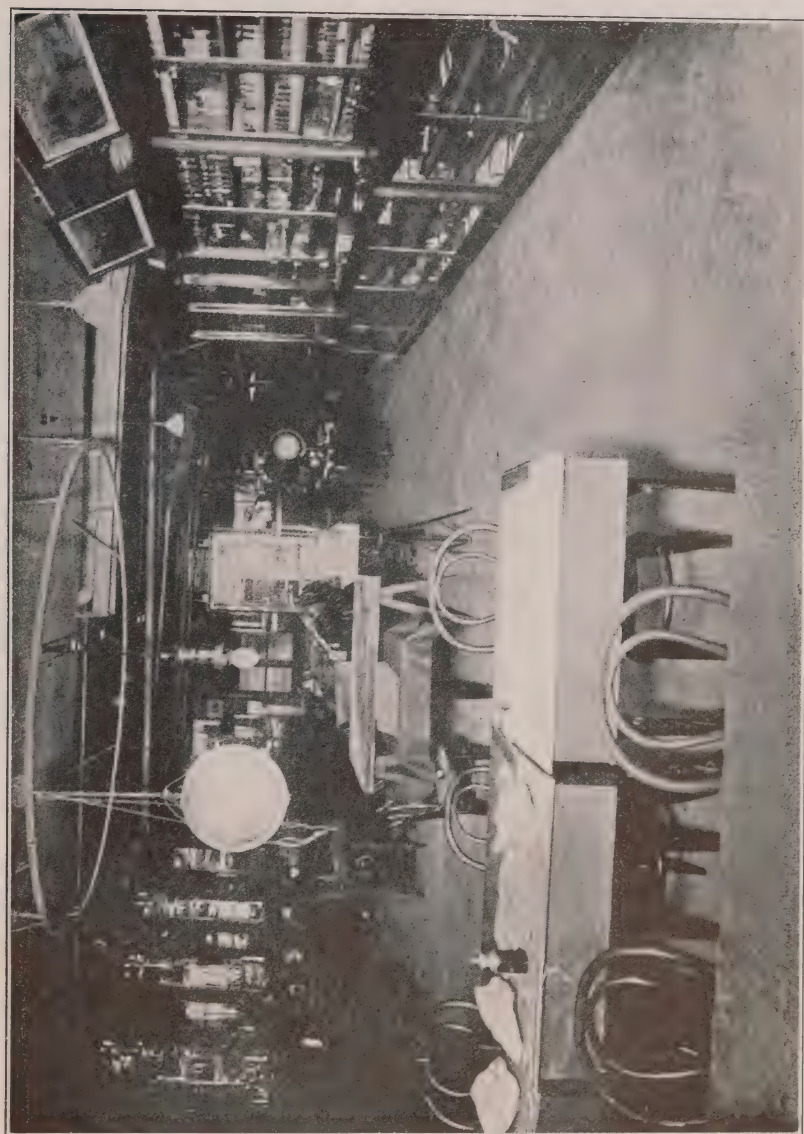
At these institutions the visitor from Ontario is at once impressed by the magnitude of the buildings, the completeness of the equipment, the numerous staff, and the smallness of the classes. On inquiry he learns that some of the finest buildings are due to the generosity and munificence of public-spirited citizens who keep their memories green by erecting a fine library building, or a substantial and much needed dormitory.

He is also surprised at the absence of written examinations. In the institutions visited, students are entered on the certificate of some principal and they are graduated without undergoing any final examination. The teacher of each subject has tests during the term and the student is required to do research work which is carefully examined by the teacher. Thus the students do much less in the way of preparing for a final ordeal than is done in Ontario, and much more in the way of searching out material from the library to be used in their essays.

The visitor is also astonished at the number of courses provided to meet the various aims and abilities of the students. In Ontario there is uniformity. In



DORMITORY AT MARQUETTE, MICH.



GEOGRAPHY ROOM, NORTHERN STATE NORMAL SCHOOL, MARQUETTE, MICH.

these institutions there is diversity. This will to some extent account for the many members of the staff and the smallness of the classes.

To aid teachers who wish to renew their ideals and improve their standing in one or more subjects, Summer courses are provided in each of the Normal Schools.

The Northern State Normal School at Marquette, Mich.

The fundamental purpose of this school is to train students who intend to teach in the schools of Michigan. This institution presents various courses of study:—

- (1) The General Life Certificate Course.
- (2) Special Life Certificate Courses in Art, Home Economics, Kindergarten, Music, and also courses for Superintendents, Principals, High School Teachers, and College Students.
- (3) The Graded School Certificate Course.
- (4) The Rural School Certificate Course.
- (5) The High School or Normal Preparatory Course.
- (6) Review or County Institute Courses, offered during the Summer Term.

The Rural School Certificate Course is intended to give professional training to the young boys and girls who have completed the eighth or ninth grade of the Public School course. The course last two years, and the Fall term of the third year. The certificate is valid for three years in any school in Michigan which does not employ more than two teachers.

To fit teachers for work in rural schools, much attention is paid to Agriculture and Nature Study. The school is situated in a fine grass country. The students are required to visit farms, to learn how to judge of the value of animals for various uses on the farm, to be able to use the Babcock tester to determine the value of milk in making butter and cheese, etc.

In the city schools of Marquette an experiment is being tried to bridge over the gap between the Kindergarten and the lowest grade of the primary classes. The Kindergarten course for children lasts two years, and during the spring months of the second year those to be promoted are required to return to school for an hour in the afternoon.

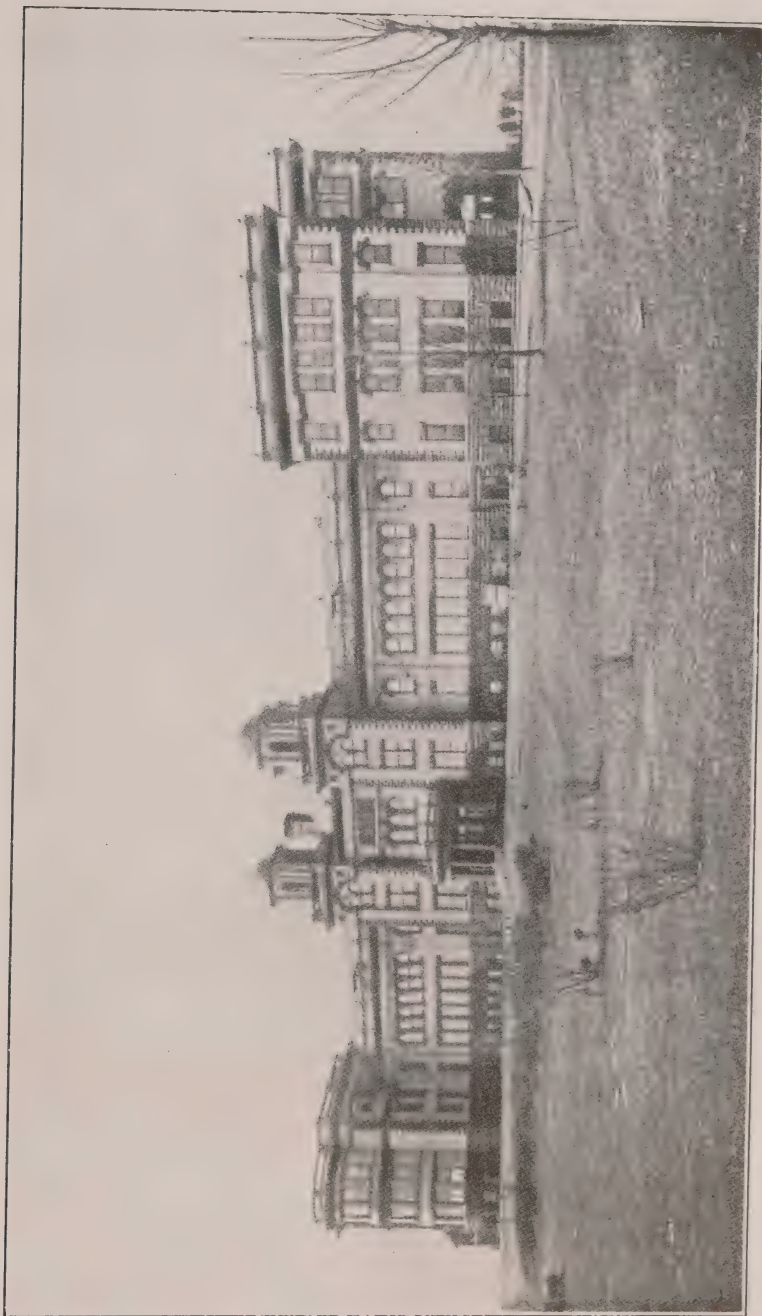
Many of the lady students live in the dormitory connected with the school. This gift of two citizens is fitted with all modern conveniences and is an ideal home of which it is difficult to estimate the refining influence and cultural effect upon the students of this institution.

The Normal Schools of Wisconsin

The Board of Regents of the State Normal School of Wisconsin are required by the Legislature of the State to provide a college course of two years' duration in the Normal Schools. This is to be a full and fair equivalent of two years of College work. Hence the Regents provided additional teachers and the requisite equipment at each of the eight Normal Schools for such a course. In this way a college education is brought near the homes of the people of the state, and the Normal Schools bring the opportunity for higher education within a few hours' ride of every Wisconsin home.

The Wisconsin Normal Schools offer courses of study for the preparation of teachers as follows:—

- (1) Two-year English, Latin, French, and German for High School graduates. (Given at each school.)



NORMAL SCHOOL, MAIN BUILDING, SUPERIOR, WISCONSIN

(2) Five-year English, Latin, and German course for those who have not attended a High School. (Given at certain schools only.)

(3) A two-year course to train teachers for the rural schools—open to those who have completed the eighth grade and who are 15 years of age or older. (Given at five of the eight Normal Schools.)

The Normal Schools also offer courses for the preparation of teachers of special subjects, as follows:—

(1) Courses for the training of teachers for Kindergarten service. This is a two-year course for High School graduates, or a five-year course for those who have not attended a High School—given at Superior.

(2) Courses in Domestic Science and Art at Stevens Point.

(3) Courses in Industrial Education and Manual Training at three Normal Schools.

(4) A two-year Agricultural Course at River Falls.

(5) A two-year and a three-year Commercial Course given at Whitewater.

The State Normal School at Superior, Wisconsin

This institution offers four courses of study:—

(1) A five-year course for those entering from the eighth grade of city or rural schools.

(2) A two-year course for High School graduates.

(3) Kindergarten training courses of five and two years. The qualifications are the same as for the other Normal courses, and in addition each candidate is expected to have some musical ability.

The candidates in training for Kindergartners are required to observe and teach in the primary grades. This is one way in which an attempt is made to bring the Kindergarten and primary classes closer together.

The Training Department resembles that of the Ontario Normal Schools. The practice school is attended by children in the grades below the High School. The special teachers of Music, Art, Gymnastics, Domestic Science, and Manual Training, are employed in both the Normal and the practice schools.

It is felt that a sound body, and an upright character, and a refined manner are as essential to success as are professional and academic accomplishments, hence a fine dormitory, Crownhart Hall, has been provided. The students find here an ideal home at \$4.00 per week for room and board.

The State Normal School, Duluth, Minn.

The object of this school is to prepare teachers for the elementary schools of the State. All who enter are required to pledge themselves to teach in the State or to pay tuition at the rate of thirty dollars a year.

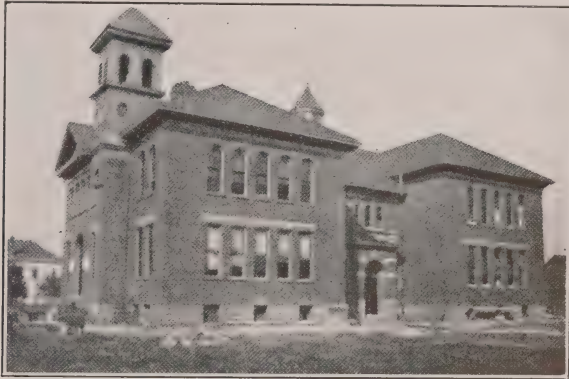
There are three departments maintained in this institution, the Normal Department, the Training Department, and the Kindergarten Department. In the Normal Department the work is both academic and professional. In the Training School the eight grades of the Public Schools are represented. The teacher of the Kindergarten Training Course would introduce those Kindergarten pupils who are to be promoted to reading number work, would enlarge the out-of-door programme, and would extend their physical training, all looking to greater self-control.

The law requires Summer sessions to be held, lasting seven weeks. These must be of such a nature as will most fully conserve the welfare of the rural schools. There are two fire-proof dormitories on the campus. These are provided with all modern conveniences. Each has its own laundry, kitchen, pantry, dining-room, and reception-rooms. The cost is from fifteen to sixteen dollars a month.

The school physician meets each student at the beginning of each year, for the purpose of determining whether her health is such as will justify her in undertaking the work of a teacher. His approval is required before she is permitted to proceed with the work of the school.

A loan fund has been established through the interested generosity of a friend of the school for the benefit of worthy students who find it necessary to borrow money to continue their work.

The Diploma of the School is valid as a State Certificate for two years, and upon endorsement, after two years of successful teaching experience, for life. This Diploma is a legal qualification to teach in any grade of the elementary schools of the State.



HINCKLEY HIGH SCHOOL

The State High School, Hinckley, Minn.

The State officials think that solutions have been found for two of the educational problems which have engrossed their attention for years. One of these is now to supply a sufficient number of trained teachers to the rural schools, and the other how to give such training to the country children as will not attract them to the city but rather induce them to remain on the farm.

To train teachers for rural schools, the State encourages each High School in the state to establish a Training Department and gives each school that maintains this department such liberal grants as make it entirely self-sustaining. Already there are more than 100 schools which furnish this training. The seniors spend the last year of their high school attendance in the Normal Training Department and are employed on work that especially fits them to teach rural schools. There is a careful review of common school branches. The students teach every day under criticism. They are given practical instruction along industrial lines, such as agriculture, manual training, home economics. They visit country schools to become accustomed to rural conditions and the problems of country life. In this way the Normal Department of the High Schools is doing much to solve the problem of giving professional training of a kind fruitful for rural teachers.

The High School at Hinckley is a type of such schools. The fundamentals are not neglected, but along with its four-year literary course it has also four-year courses in Agriculture, Domestic Science, and Manual Training. The course in Agriculture is practical as well as theoretical. There is a plot of ground of 13 acres attached to the school. The course is conducted under a trained agriculturist and horticulturist. The Normal Training Course is a review of the following subjects:—

- (1) Arithmetic, Grammar, and Geography.
- (2) Reading and Methods.
- (3) History and Civics.
- (4) Literature.



CONSOLIDATED SCHOOL, MEDFORD, MINN.

(5) Penmanship, composition, spelling, and practice teaching throughout the course.

It is to be noticed that little time is devoted to mere theory such as the Science of Education. The State aids to this school amount to over \$8,000 a year.

Consolidated Schools

The small one-room schools are, under the impulse of recent legislation, being consolidated into larger units, and the country pupils are having all the advantages of modern education. It is the purpose of the state school authorities that the child on the farm shall be upon equal footing with the child of the city. The teachers are to be as well trained, the school building is to be as attractive, inside and out, and as well adapted to its purpose as the city schools. If the child lives too far for walking, he is to be carried to school in a comfortable conveyance.

The standard for teachers in these schools is the same as that in high schools. The law requires the maintenance of instruction in Agriculture, Domestic Science, and Manual Training in every consolidated school receiving aid from the state. The superintendent establishes the requirements as to building, equipment, and transportation.

With such safeguards the farmer's child has all the advantages of a high school training without going from home. The larger boys and girls attend these schools when they could not be induced to go to smaller schools. The school house becomes the social centre of the community where public meetings, lectures and public functions are held.

At Brookpark, in the northern part of the state, and at Medford, in the centre of the southern part, two consolidated schools were visited. At Brookpark, three vans were used to convey about 75 per cent. of the children to and from school, and at Medford, five vans. The teachers of Agriculture are required to attend Farmers' meetings in the neighbourhood and assist in discussions. The cut of the Medford building will give some idea of the manner in which training is brought within the reach of the rural children in Minnesota.

The State Normal School, Mankato, Minn.

The conditions of admission at this institution are similar to those at Duluth. Tuition is free to all students who pledge themselves to teach two years in the public schools of the State. Those who are unwilling to take this pledge are required to pay a fee of \$10 a term. Text-books are rented from the school at \$1.50 a term.

A beautiful fireproof dormitory was provided by the State at a cost of \$75,000. It accommodates 85 young women at from \$3.75 to \$4.00 a week.

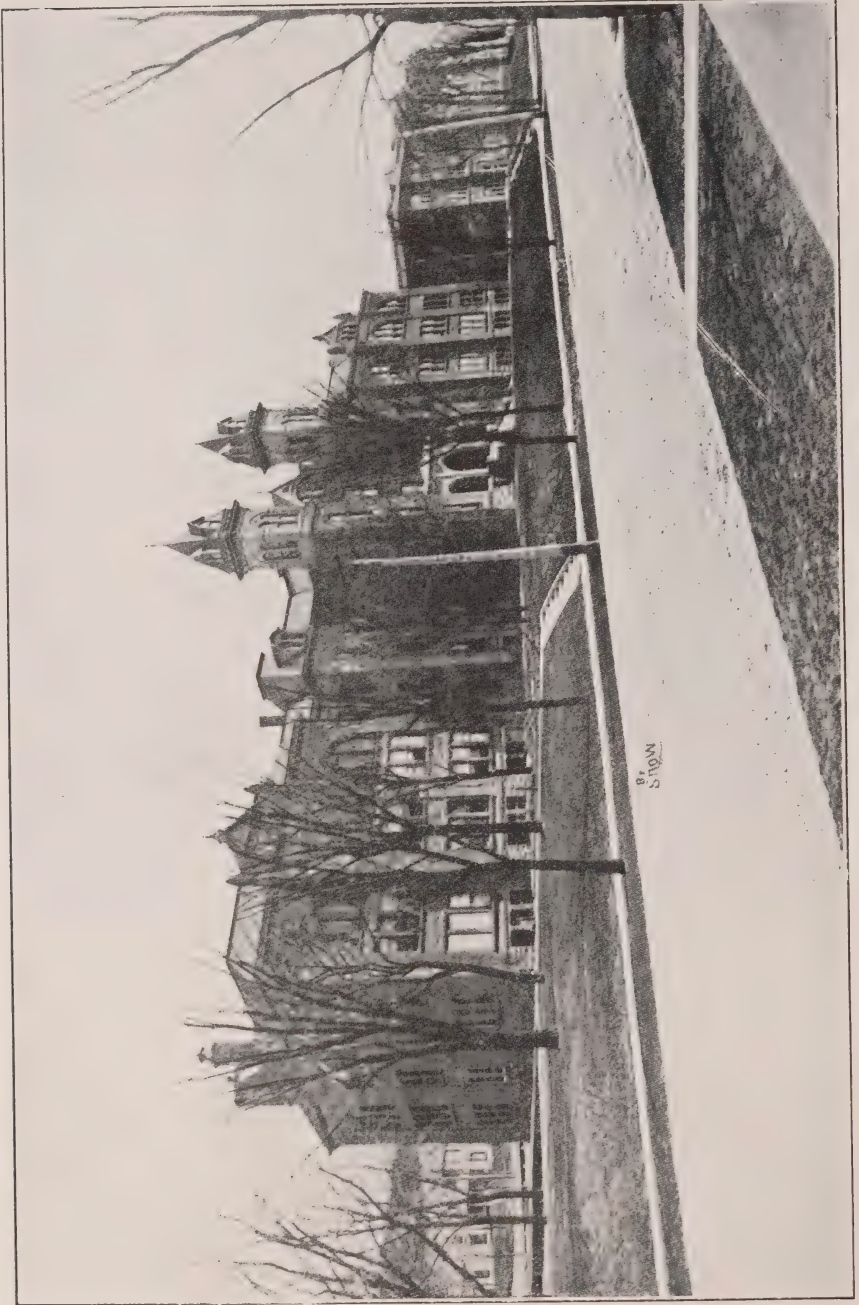
Diplomas of the Normal School are valid as certificates to teach in any common school of the State for two years, and after endorsement by the proper authorities they become state certificates for life.

The State Normal School, Winona, Minn.

This school comprises three divisions: The Normal Department proper, the High School, and the Elementary School.

The Normal Department is so adjusted as to meet the needs of persons of varying preparation, experience and aims. It prepares teachers for both graded and ungraded schools and from the Kindergarten to even high school work. Teachers are specially prepared for household arts, manual training, drawing, and elementary supervision.

At both Mankato and Winona there is a special training course for Kindergarten and Primary teachers. The purpose of this course is to fit young women for both Kindergarten and Primary school work. It is believed that the kindergarten is a more efficient worker who understands the aims, materials and activities of the primary class, and that an appreciation of the aims, materials and processes of the Kindergarten enhances the value of the primary teacher, who is to receive her pupils from the Kindergarten. Thus the gap in school work which so many primary teachers fail to bridge is removed. The course requires two years and includes the usual training in Kindergarten subjects and Kindergarten teaching and includes also the full preparation for primary work.



ELEMENTARY SCHOOL, MANKATO, MINN., MAIN BUILDING



GIRLS' DORMITORY, MANKATO, MINN.
(Daniel Buck Hall).

The State Normal School, La Crosse, Wis.

At this institution in addition to the two years of College work provided for in all the Normal Schools of Wisconsin, and the regular two years' course for teachers, there is a special course for rural teachers. This consists of elementary Agriculture, in which special attention is given to school gardening and its relation to rural school work, Elementary Cooking, Psychology, and School Management, English Grammar, Reading, Geography, Methods and Observation in the Model Country School, observation and practice in the model country school.

Any person fifteen years of age or more may be admitted to the first year's work without examination, provided she has completed the work of the eighth grade, and is recommended by the Principal, or holds a common school diploma approved by the county superintendent. If the candidate is sixteen years of age and has attended a high school for two years, or holds an unexpired county certificate, and has taught for not less than six months, she may be admitted to the second year's work without examination.

To give these students work in observation and teaching, there is a typical rural school, a short distance from the Normal School. All the grades are represented in this school. At the present time the school is under a skilled and enthusiastic teacher. It is believed that the students become well equipped for the managing of an ungraded country school.

The Stout Institute, Menomonie, Wis.

Among the institutions which have a continental reputation for preparing teachers for vocational work is the Stout Institute at Menomonie, Wis. The following brief historical sketch sets forth the progress of this institution:—

The Stout training schools for special teachers were organized as part of the public schools of Menomonie in 1903; the Stout Institute was incorporated as an independent school in 1908; the Stout Institute was taken over by the State of Wisconsin in 1911; the Kindergarten school was reorganized in 1899, but discontinued in 1906; Summer Schools were started in 1906; the Homemakers' School was organized in 1907; the Trade Schools for plumbers and bricklayers were organized in 1908; extra provision was made for training teachers of the machine and building trades in 1912.

The following outline of courses presented by the Stout Institute, in the summer of 1913, will show the variety of work done here. In the *Manual Arts Courses* there were the following:—

Eleven Drawing Courses.

4. Elementary drafting.
5. Professional drawing.
6. Machine sketching.
7. Machine drafting.
8. Architectural sketching.
9. Architectural drafting.
10. Architectural details.
11. Interior decoration.
12. Pencil sketching.
13. Elementary design.
14. Furniture design.

Ten Metal Work Courses.

15. Professional forging.
16. Elementary forging.
17. Agricultural forging.
18. Tool-smithing.
19. Art smithing.
20. Jewelry and silver work.
21. Hammered copper work.
22. Machine shop practice.
23. Foundry practice.
24. Millwrighting.



THE COUNTRY TRAINING SCHOOL, LA CROSSE, WIS.

Twelve Woodwork Courses.

25. Mill work.
26. Elementary carpentry.
27. Carpentry construction.
28. Joinery.
29. Wood-turning.
30. Elementary cabinet-making.
31. Case construction.
32. Wood-finishing.
33. Varnishing and polishing.
34. Elementary pattern-making.
35. Advanced pattern-making.
36. Elementary woodwork.

Ten Other Manual Arts Courses.

37. Primary handwork.
38. Clay modelling.
39. Pottery making.
40. Elementary printing.
41. Advanced printing.
42. Cement work.
43. Bricklaying.
44. Plumbing practice.
45. Plumbing theory.
46. Photography.

Household Arts Courses.

Below are listed the four groups of courses in the Household Arts:—

Three General Courses.

47. Organization of Domestic Economy.
48. Household management.
49. Home nursing.

Six Foods and Cookery Courses.

58. Food Study I.
59. Food Study II.
60. Elementary Cooking I.
61. Elementary Cooking II.
62. Advanced cooking.
63. Dietetics.

Eight Domestic Arts Courses.

50. Plain sewing.
51. Model sewing.
52. Art needle work.
53. Millinery.
54. Dressmaking.
55. Cutting and fitting.
56. Textiles.
57. Costume design.

Five Science Courses.

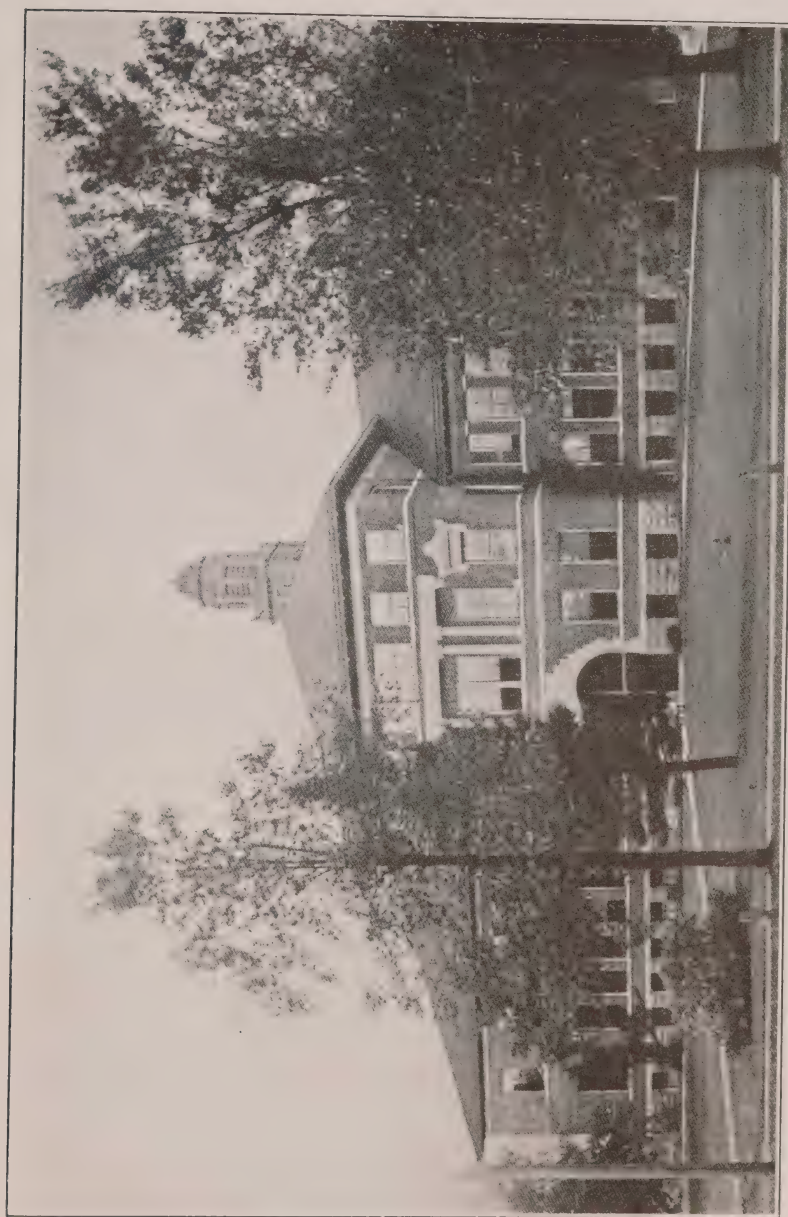
64. General chemistry.
65. Food chemistry.
66. Chemistry of nutrition.
67. Household chemistry.
68. Microbiology.

This institution stands for distinctly practical lines of work as indicated by the subjects named above.

Ideal homes are provided at the dormitories, Bertha Tainter Hall and Annex, three blocks from the schools.

The State Normal and Agricultural School, River Falls, Wis.

There was a time in the history of Wisconsin when agricultural operations seemed to require merely muscle to succeed fairly well, but as the lands became exhausted, it was realized that to be profitable, brains must guide the brawn. Hence the State authorities are now endeavouring to train teachers for Schools of Agriculture, which are springing up everywhere throughout the State, in the endeavour to train children for this new view of farm work. To meet the demand for trained teachers in agriculture, the Board of Normal School Regents has established as a part of the River Falls Normal School "The School of Educational Agriculture." A special course of study for this school was established with this ideal in view: *Deal with real things. Do well what is attempted. Do it in a way that it can be done again at home. Prepare for genuine service.*



RIVER FALLS STATE NORMAL AND AGRICULTURAL SCHOOL

In connection with the School of Educational Agriculture, there are Manual Training and Domestic Science Courses.

The aim of this school is threefold. First to give some of the youth of the State a fair education, rounded out on the side of agriculture; second, to provide those who wish to teach the subject with specialized training to fit them for this work; and third, to give such work as will touch farm life at as many points as possible.

The courses of study offered in the School of Agriculture are four in number, viz., a two-year, a five-year, a college, and a short course. The first is to be taken by graduates of four-year high school courses. The second is for graduates of the common schools. The college course is taken by specializing students who plan to continue their work at some higher school. The last course named is one of seven weeks during the winter for young men on the farms who can find no time to attend a full semester. The first and second courses lead to the normal diploma which may become a life certificate to teach in Wisconsin.

Trips are made by the professors, accompanied by students-in-training, to the rural schools of the neighbourhood. Lessons are taught by them to the pupils and the teachers of these schools are shown how to take advantage of the season and the growth of crops at this time to interest the children in their home farms.

The day spent at this institution was very instructive and exceedingly interesting.

I cannot conclude this brief report without again referring to the uniform kindness and unfailing courtesy with which my colleague and myself were everywhere received.

III. REPORT OF A. C. CASSELMAN

PRINCIPAL, NORMAL SCHOOL, NORTH BAY

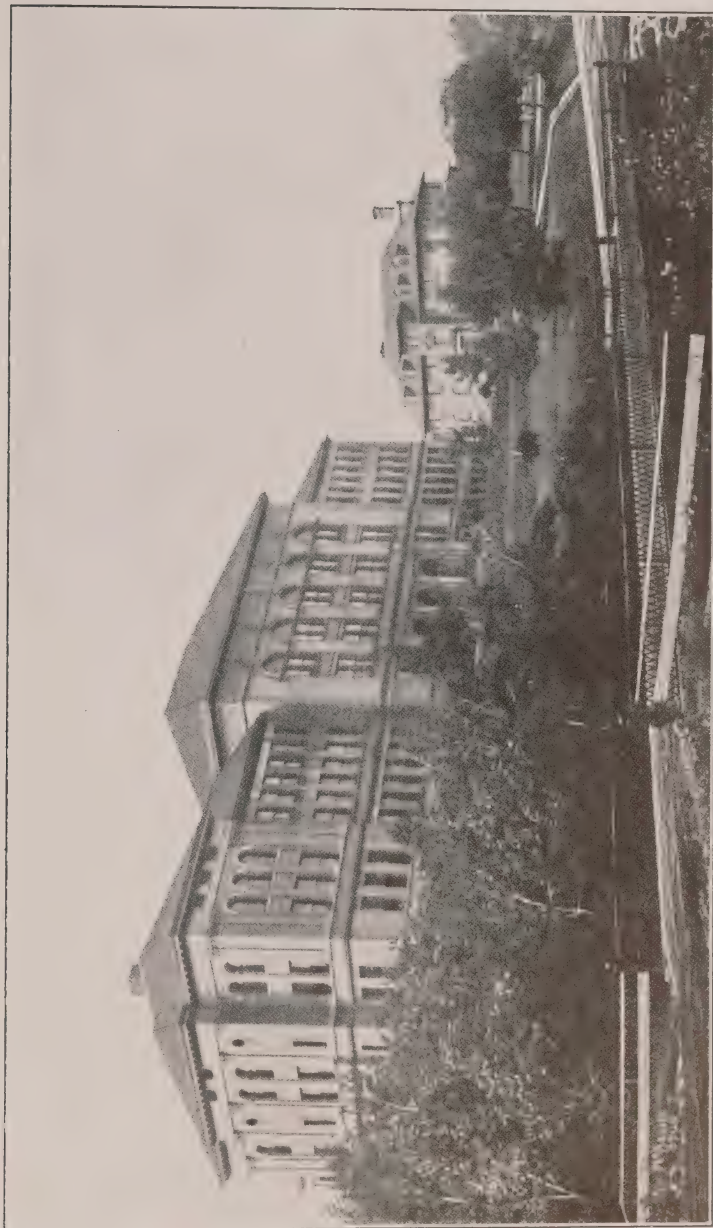
In October, 1912, the Normal Schools in the eastern United States were visited, and in order to get a wider knowledge of educational affairs of the United States it was decided to see something of the work of the Normal and other schools in the middle north. Schools in the states of Michigan, Wisconsin and Minnesota were visited with great profit. For some two or three years Minnesota has been making an effort to solve the problem of rural education, but I had seen nothing so definite or so impressive as an article in *The World's Work*, for April, 1913, entitled:

"What I am trying to do to keep Minnesota Farmers on their Farms by making the Country Schoolhouses centres for Social Recreation, for Amusement, and for Practical Instruction in Agriculture and Household Economics," by Adolph O. Eberhart, Governor of Minnesota. This admirable paper aroused in me an anxiety to see something of the work of Consolidated Schools in that State. Before starting out I had some correspondence with the Superintendent of Public Instruction who kindly sent me some literature bearing on the rural school problem.

The Normal Schools of Michigan

The only Normal School visited in Michigan was the Northern State Normal School at Marquette. This school offers the following courses:

1. The General Life Certificate Course.
2. Special Life Certificate Courses in Art, Home Economics, Kindergarten, Music.



STATE NORMAL SCHOOL, DULUTH, MINN.

3. The Graded School Certificate Course.
4. The Rural School Certificate Course.
5. The High School or Normal Preparatory Course.
6. Review or County Institute Courses. (Offered chiefly during Summer Term).

No. 1 is a two-year course after graduation from a High School.

No. 3 is a one-year course after graduation from a High School.

No. 4 is a two-year and one-term course to prepare teachers for rural schools.

Those who have completed the eighth or ninth grades of the public school course are admitted to this course.

Credits are given at the State University for all work of the first year done in the Normal Schools of the State.

Marquette Normal School was opened in September, 1899. Two large buildings have been erected and a third is under course of construction. The site of 20 acres is a beautiful one overlooking Lake Superior. At present the school has 23 instructors, exclusive of the critic teachers of the training school. The President teaches 5 periods and each of the instructors 16 periods of 50 minutes each a week. The attendance was about 600 for all the courses, but the larger number were in the one and two-year Normal courses. In this school, as in all the others visited, teachers are prepared almost wholly for town and city schools.

There is a large, well appointed dormitory for female students in connection with the school erected by private means at a cost of \$25,000.00. The cost per week for board and lodging is \$4.25.

The work by students and instructors as far as one could judge is about the same as is done in our own schools, but the equipment of the geography room and the science room is a feature that is worthy of special mention.

All the Normal School buildings in the states visited are far finer architecturally than any in Ontario.

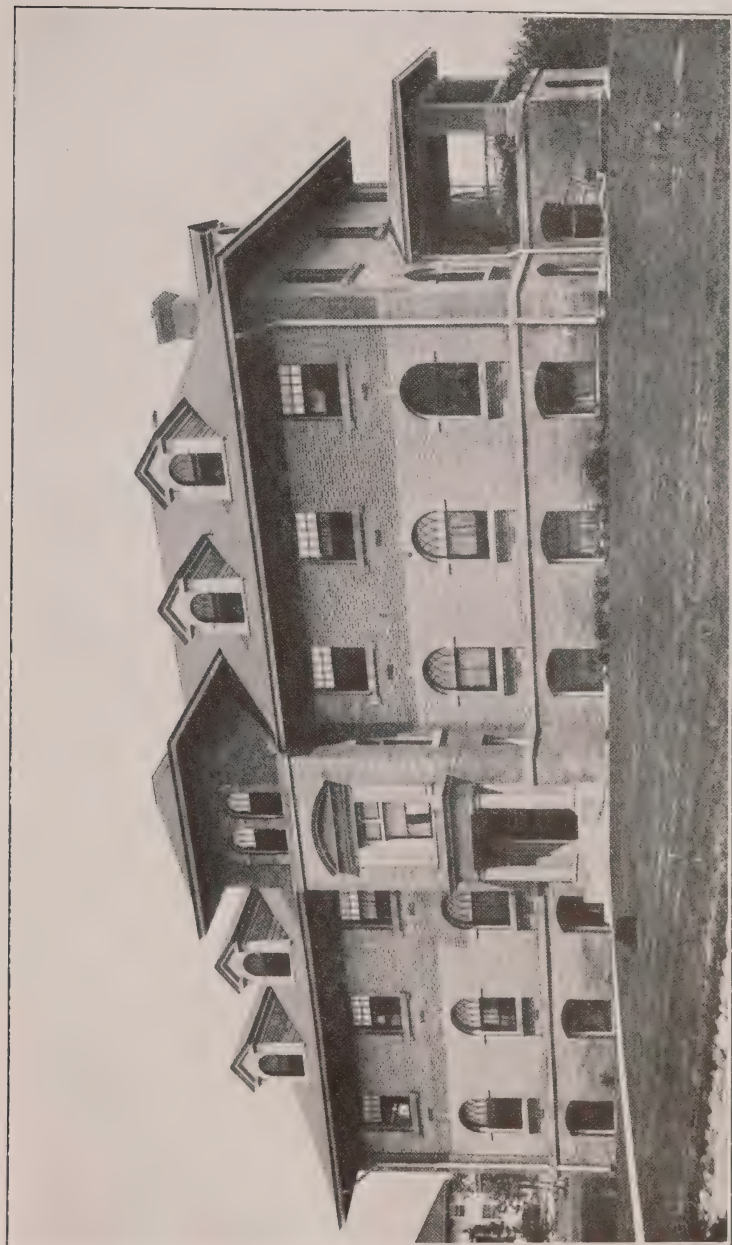
In 1912, the Educational Association of the Upper Peninsula of Michigan appointed a Bureau of Research. The work for the year was an "educational survey of the Upper Peninsula to discover the problems with a view to solving these problems."

Some of the problems are similar to ours, therefore an extract from the suggestions is given:

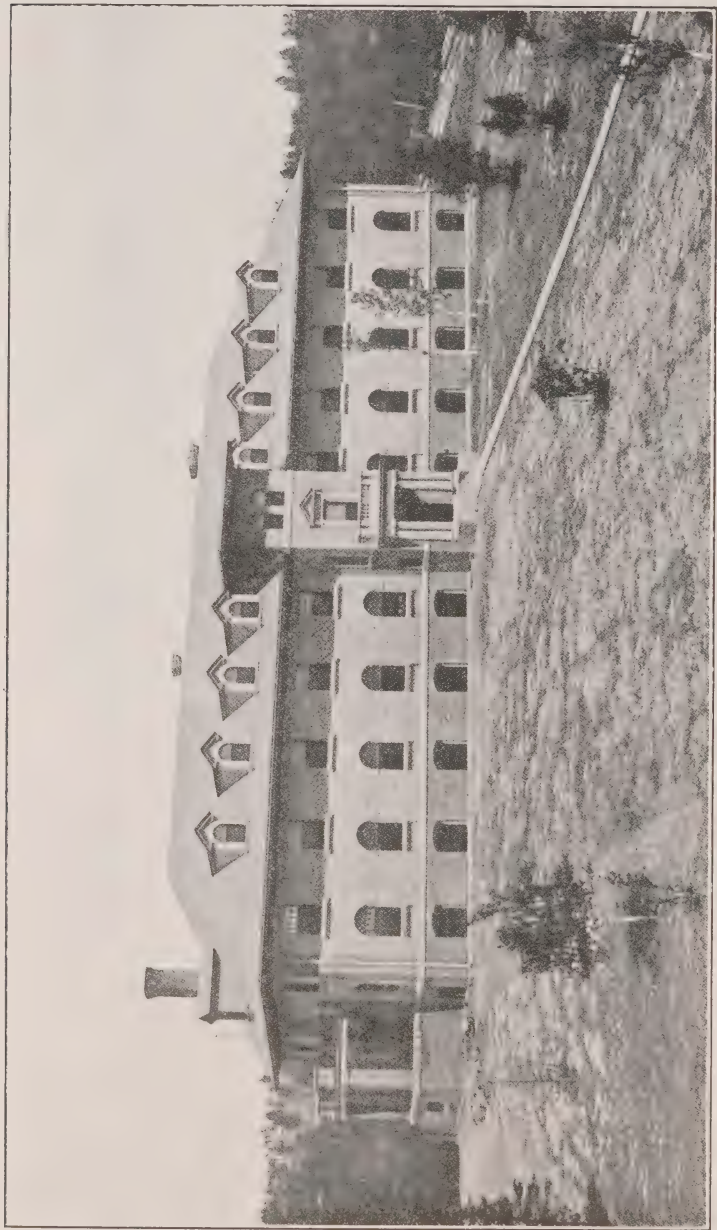
"There is an urgent need in the rural schools, generally, for a higher standard of scholarship and of professional training on the part of the teacher. The minimum of these phases of the teacher's education should be two years in addition to high school graduation. This preparation should involve a study of rural school conditions and needs, and the ability to deal effectively with some of them.

The average teaching-life in the rural schools of the Upper Peninsula is only about four years, and the chief causes for this brief time of service seem to be low wages and unattractive social and professional conditions.

City and rural schools alike need to examine the course of study more critically and eliminate all that will not have a vital place in the life of the child. A great deal is taught in English and arithmetic especially, and a less amount in history, geography and physiology, which is of questionable significance to the vast majority of children. Probably a great part of this difficulty arises from the fact that but few teachers or school officers have a definite purpose or aim in view for teaching a given subject. If a legitimate, vital aim were kept constantly in view, much of the confusion concerning subject-matter would be prevented.



WASHBURN HALL—DORMITORY, STATE NORMAL SCHOOL, DULUTH, MINN.



TORRANCE HALL—DORMITORY, STATE NORMAL SCHOOL, DULUTH, MINN.

There is a growing belief that English may be taught more effectively through utilizing the materials of all school subjects as a basis, rather than that of literature so exclusively. Teachers seem to assume that all children can be interested in literature, and that they are all to be writers of classical English instead of the homely language of everyday life. This is simply the notion that the schools are for the benefit of the one genius regardless of the needs and abilities of the nine.

In the study of geography, arithmetic, physiology and nature-study, much greater emphasis should be placed on actual processes and observations, and less dependence on 'what the book says.'

The rural schools should give more prominence to agriculture and other phases of education which pertain to country life. They should teach agriculture in order to make farming more profitable and attractive. Furthermore, no one should expect a boy or girl to stay on a farm if the school emphasizes the allurements of the city and disregards the advantages and beauties of country life. Such things cannot be accomplished until teachers are educated to deal with the problems of the rural community, and until appropriate equipment is provided by the school officials.

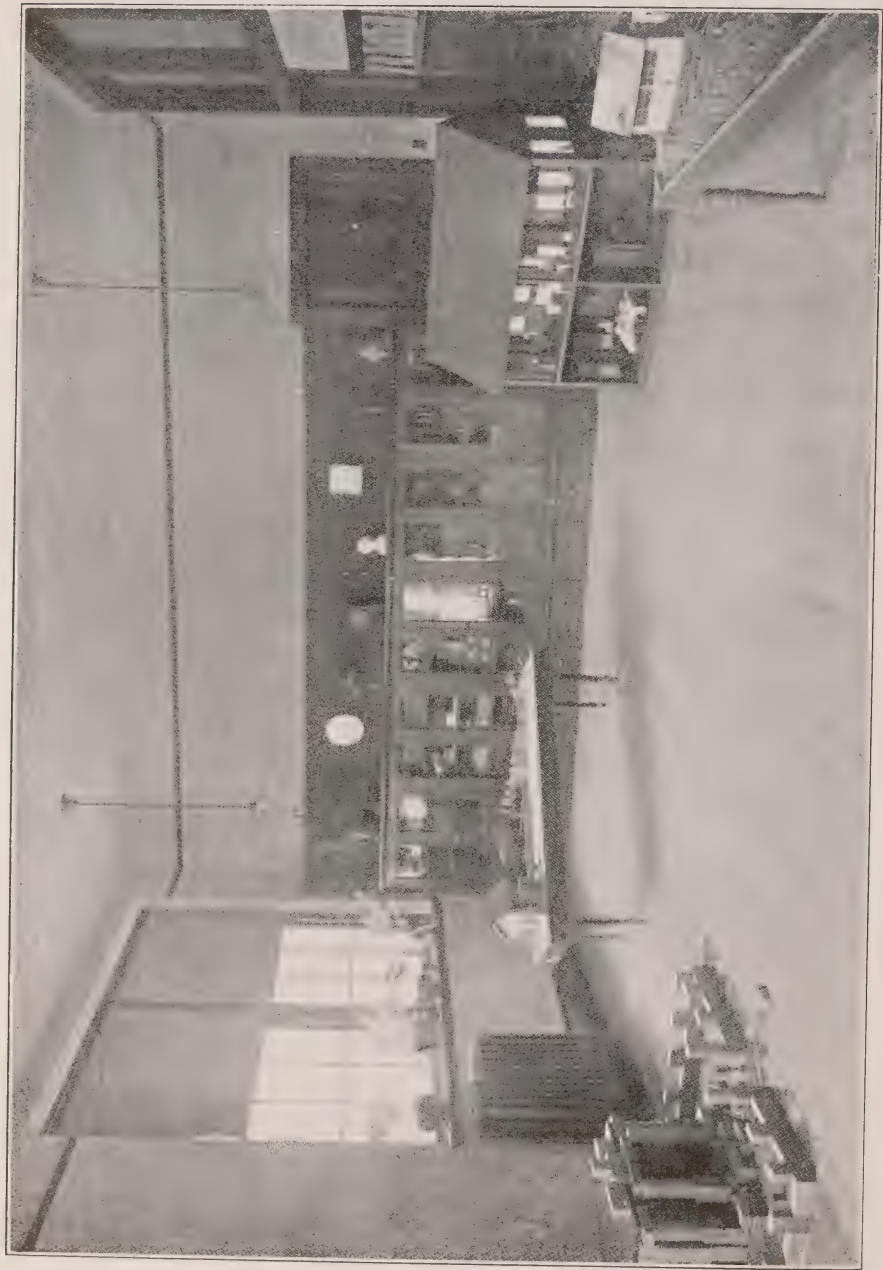
One of the most important phases of education is just beginning to be recognized by the school, namely, the socialization of the community through the school as a centre. But as yet very little has been accomplished in the Upper Peninsula. The school buildings need to be open twelve hours a day rather than five or six. They are the property of the community—city or rural district—and not of the school officials, and the community should use them for discussing political, social, or economic problems; they should use them for reading rooms and literary halls. Of course, such activities must not interfere with the regular school work; gatherings of all kinds must be properly supervised and the building and property protected. If communities will open these public buildings and direct the social life of boys and girls, there will be far less reason to fear the social evils which are found in almost every community."

The Normal Schools of Wisconsin

There are eight Normal Schools in the State of Wisconsin. Those at Superior and La Crosse are the newest. The latter is a magnificent building, costing \$210,000.00 exclusive of equipment. It was opened in September, 1909.

The following is a general statement of the work done in the Normal Schools of the State. It will be observed that each school specializes in a particular kind of work and prospective students may exercise a choice when they seek admission to a State Normal School.

- I. A. Two-year English, Latin, French and German courses for high school graduates. (Given at each normal school).
 - B. Five-year English, Latin and German courses for those who have not attended a high school. (Given at Platteville, River Falls, Stevens Point, Superior, and Whitewater).
 - C. A two-year course to train teachers for the country schools—open to those who have completed the eighth grade and who are 15 years of age or older. (Given at La Crosse, Oshkosh, River Falls, Stevens Point and Whitewater).
- II. The normal school system also offers courses for the preparation of teachers of special subjects, as follows:



KINDERGARTEN, STATE NORMAL SCHOOL, MANKATO, MINN.
The Play Room.



KINDERGARTEN, STATE NORMAL SCHOOL, MANKATO, MINN.
Baking a Birthday Cake and Washing Dolly's Clothes.

- A. Courses for the training of teachers for kindergarten service:
 - (a) A two-year course for high school graduates. (Given at Milwaukee and Superior).
 - (b) A five-year course for those who have not attended high school. (Given at Superior).
- B. Courses in domestic science and art at Stevens Point, as follows:
 - (a) A three-year course for high school graduates.
 - (b) A two-year course for high school graduates.
 - (c) A five-year course for those who have not attended high school.
 - (d) A one-year and a two-year home-maker's course.
- C. Courses in industrial education and manual training, as follows:
 - (a) At Oshkosh, a three-year and a two-year course in industrial education.
 - (b) At Platteville, a three-year and five-year course in manual training.
 - (c) At Milwaukee, courses for training teachers of drawing and manual arts, and courses in applied arts.
- D. A two-year agricultural course at River Falls.
- E. A two-year and a three-year Commercial Course at Whitewater.
- III. Summer sessions are maintained at each of the eight schools and also at Eau Claire and Oconto, offering all work required for county superintendents' certificates, courses for teachers in service, and some of the courses of the regular year.
- IV. Each normal school offers two years of college work.

Superior

Superior at the time of our visit had about 800 students in all the courses. The building is modern and is well adapted for the work in every particular. A new dormitory capable of accommodating 80 ladies had just been opened a year. The appointments are excellent. Lady students who room elsewhere may get whole or partial board in the building. The charge for room and board is \$4.00 per week. It is found that this amount is sufficient to pay all expenses and leave a balance, which is put aside to renew bedding, furniture, rugs and other equipment as it wears out.

Superior specializes in Kindergarten instruction. It offers two courses—a two-year course for High School graduates and a five-year course for those who have graduated from the eighth grade of the Public School. In addition to the above qualifications candidates must be able to play the piano and have some natural ability in singing when they enter. When the course is completed satisfactorily a diploma is granted entitling the holder to teach in the Kindergarten and the first three grades of the primary.

Special Kindergarten work is also done at Milwaukee, but only High School graduates are admitted to the course there.

La Crosse

The Normal School at La Crosse gives courses for teachers of country schools, and in connection with its training department it has a rural school within easy reach of the city where observation and practice teaching is carried on.

La Crosse specializes in doing the first two years of University work.

The school is excellently equipped for the teaching of science.



CROWNHART HALL. DORMITORY, NORMAL SCHOOL, SUPERIOR, WIS.

The school garden is large and there was abundant evidence that this was a prominent part of the work of the school.

A large dormitory is to be built during the coming summer. A light lunch is served at reasonable rates at noon. Full board is also given to all who can be accommodated.

River Falls

River Falls is a small but beautiful country town with wide streets and attractive homes situated in the midst of a rich agricultural country. No better choice could be made of a Normal School to do special work in agriculture. Besides the work outlined previously, River Falls specializes by giving a two-year agricultural course. Many young men who propose to become teachers take this course because the supply of young men capable of teaching agriculture is not nearly equal to the demand created by the organization of so many consolidated schools in Wisconsin and Minnesota. The course is open to young men and women who wish to get an education along agricultural lines.

Besides the two-year course, there is a five-year course for graduates of the eighth grade of the Public School.

There is also a short course of seven weeks in the winter for farmers and farmers' sons who cannot attend the whole year.

There are ample opportunities for carrying on the work practically. The original campus of the school covers ten acres to which fourteen acres have been added. Lately, however, forty-five acres have been bought and on this farm all large farm operations are carried on.

The work attempted in agriculture the last year is as follows:

Study of Field Crops.—Grains, grasses, weeds as affecting crops, grain judging, seed selection, seed testing.

Soils.—Composition, texture, moisture holding, etc.

Farm Management.—Application of business methods to farm, proportion of stock and grain production, rotation of crops, etc.

Farm Accounts.—Keeping farm accounts, business law as it applies to the farm.

Horticulture.—Small garden fruits, tree fruits, adaptation to climate and soil, budding, pruning, grafting, planting, transplanting, crossing, spraying, landscape gardening, etc.

Farm Machinery and Farm Motors.—Application of machinery to work of farm.

Farm Practice.—Actual work on the farm under farm supervision.

Elementary Veterinary Science.—Animal diseases and accidents, their treatment.

Judging of Live Stock.—Judging of cattle, horses, sheep and swine on the farm, also at country fairs.

Dairying.—Milk, composition, food value; how to feed for best results, testing and manufacture of dairy products.

Poultry Raising.—Breeds, management, egg production, marketing, incubation, etc.

Feeds and Feeding.—Best foods for particular animals for particular purposes.

Industrial Education.—History of the development of scientific agriculture, correlation of theory and practice, agriculture in relation to schools.

Scientific Marketing.—Individual and co-operative selling, etc.

Agricultural Chemistry.—Soil testing, etc.

Botany.—Nature and working of plants, economic relation between plants and man, etc.

Zoology.—Animals generally in relation to man.

Bacteriology.—Fundamental facts, identification of a few forms.

Household Bacteriology.—Bacterial life, good and bad, as it affects the work of the household, micro-organisms in air, soil and water, etc.

Economic Entomology.—Insects that help or hinder agriculture, life history of common types, mode of control, etc.

Plant Diseases.—Study of fungous and animal diseases of plants, life history, prevention and treatment.

It will be seen that the course is an eminently practical one and does not aim to be exhaustive but rather seeks to give power to the young student to attack the everyday problems as they arise. Some practical lessons on the study of insects were observed.

There is a hearty co-operation among the farmers of the community and the professors and students of the school. Samples of grain and milk are sent to be tested; questions regarding weeds and insect pests have been asked; soil samples have been sent in for analysis and there is a general impression abroad that the school is of direct monetary value to the community.

There is a general desire among the farmers that some agricultural knowledge should be given in the schools, consequently someone from the school goes out to the rural school and assists the teacher in making a start along some line of work.

An important feature of the course in agriculture is the work done in manual training and household economics. The manual training course deals wholly with the construction and repair of things about the farm. A farm gate was in the course of construction. Step ladders, sheep racks, and other useful things needed were made. Simple practical forging is also taught.

The ordinary courses in sewing are given and in addition such garments as are worn in doing ordinary farm work in the house and outdoors are made. Cookery is an important part of the work and takes up more particularly plain cooking of meats and vegetables, canning and preservation of foods, etc.

The Stout Institute

This great trade school at Menomonie was visited while in Wisconsin.

In 1903 the Stout Training School for special teachers was organized as part of the Public Schools of Menomonie and incorporated as an independent school in 1908. Its inception was due to the generosity of Mr. Stout, a rich citizen of the place, and it was carried on wholly at his expense. He died suddenly a few years after its foundation, leaving no provision for its maintenance in his will. The money for its upkeep was not available out of the estate, so the whole institution was taken over by the State in 1911. From the very start the school was a success, and buildings could not be erected fast enough to accommodate all applicants for instruction, even when large fees were imposed. One has to see the work done to form some idea of the various practical courses offered to young men and women to fit them to earn a livelihood in the industrial world.

The work in the Manual Arts Course includes over fifty courses, all kinds of drawing and designing, all kinds of metal work from forging, machine work, and foundry work, to jewelry and silver work. There are over a dozen wood-

working courses. There are courses in clay modelling, printing, cement work, bricklaying, plumbing and photography.

There are over twenty courses in the Household Arts and all are of such a practical nature that students find positions awaiting them when they graduate. The whole school is the most intensely practical institution that it was ever my privilege to visit. The State had such abundant faith in the good work that was being done that the last Legislature granted \$265,000.00 to erect buildings and provide equipment for the accommodation of the large number applying for admission.

Dr. L. D. Harvey, the President, related with pride several cases of young boys saved to the community by having at his hand something to offer that appealed to them. These boys were dissatisfied with Public School work, left it, and, as there was no opening in the industrial world for them at their age, their activities found outlet in selling papers, running errands, or hanging around livery stables or other places of worse influence. Dr. Harvey talked with them, took them over to the institute, showed them around and by kindly advice got them to take up some special line of work. Fees were a stumbling block at first, but when told that the fees could wait until they learned a trade and earned enough money to pay them, they went to work with a will and are now skilled mechanics earning good wages.

The manual training takes the form of useful work that can be sold. Making garages on the grounds and selling them in the city is often done. Contracts to build stables and other buildings are taken. The same principle is carried on in the other departments.

New buildings are being erected, and as the cement work, plumbing and fitting up of the heating work, painting and many other things will be done by the various classes, the appropriation will erect much larger and more suitable buildings than if the whole work were let out by contract.

Normal Schools of Minnesota

The Normal Schools of Duluth, Mankato and Winona were visited.

These schools prepare teachers for all grades of certificates in the State. For an advanced diploma High School graduates take two years. Those from the eighth grade of the public schools take five years to complete the course. Students taking one year after graduating from the High School are granted a certificate for three years. The larger number of graduates, however, take positions in the city and town schools.

Duluth State Normal School gives a special course for teachers in home economics, manual training, and music. It prepares teachers for Kindergarten and primary work, but to this course only High School graduates are admitted.

Mankato State Normal School makes a specialty of preparing teachers for the kindergarten and primary work. The Kindergarten here was a remarkably good one. Simple cooking was an activity in which the children took the greatest delight.

Winona State Normal School gives a special course for the preparation of teachers of household arts, and manual training and drawing, and Kindergarten and primary teachers.

A summer session of 12 weeks is held at each of the Normal Schools.

All the schools are very lavishly equipped, and at Mankato and Winona there

is a girls' dormitory and two at Duluth. The charge for board and room is from \$3.50 to \$4.00 per week.

The educational management of the Normal Schools in the States of Wisconsin and Minnesota is vested in a board of directors appointed by the governor, one



WINONA STATE NORMAL SCHOOL. MAIN BUILDING

The property of the school includes three large and two smaller buildings, occupying three city blocks.



LAKE WINONA

With a class in the foreground returning from a field trip, the city in the distance.

from each county in which the Normal School is situated, and no two shall be residents of the same county. The Superintendent of Education of the State is a member of the Board.

Industrial High Schools of Minnesota

Under the Putnam Act of 1909 it was enacted that ten schools in the State might receive special aid not to exceed \$2,500.00 a year for the maintenance of departments of agriculture, manual training and domestic science. In order to get the State aid the district must raise half the amount to be expended in the industrial work. Each school district must consist of eighteen sections. The school must employ three special instructors, one qualified to teach agriculture, one manual training, and one domestic science. The whole time of each instructor must be devoted to his department. In addition to the grant of \$2,500.00, the school receives a grant of \$150.00 for each associated district.

One of the ten schools established in the State under this Act was Hinckley, situated in Pine County, about half way between Duluth and St. Paul. Hinckley was about the centre of one of the most disastrous bush fires that ever occurred in America. The country round about is slightly rolling and was covered with a dense growth of large pine trees. Lumbering was the sole industry up to September 1st, 1894, when a tract of country about 20 miles long by 8 miles wide was completely burned over. In Hinckley alone over 400 persons lost their lives. Except for the pine stumps the land burnt over was ready for the plow. The soil about Hinckley varies from a heavy clay to a gravelly loam, with a coarse gravelly subsoil at a depth of from 2 to 6 feet. This subsoil is useful for drainage as only vertical drains are put down in saucer-like depressions. The soil is rich but has a small percentage of lime, only .5 per cent.

For the purpose of carrying on the work of agriculture practically, the school district owns a plot of twelve acres about three-quarters of a mile from the school. At the time of our visit all farm operations had ceased except taking in and storing away the corn in the combined barn and toolhouse on the place. Plots of small fruits were set out and experiments in apples and plums were begun. A large number of experimental grain plots were worked and experiments in fertilizers and rotation of crops were in progress. The farmers of the associated districts took great interest in the work and are now beginning to look to the school and the instructor in agriculture as a guide and to come to him for advice.

The work in manual training observed was very practical and the objects made were those ordinarily required on a farm. In woodwork the following were made: milk stool, nail box, bushel crate, fork rack, chicken coop, whiffletree, farm gate, etc.; in iron work, welding solid eye hooks, bolt heads, clevis, whiffletree irons, etc. Cement fence posts were in course of construction.

The work in domestic science was what is usually done in the schools of Ontario, but in the higher grades the cooking of regular meals to be eaten was emphasized. In sewing, the making of garments for wear was an important feature.

Hinckley High School gives a short winter course of 16 weeks in agriculture, manual training and domestic science and business practice to young persons over 15 years of age who have quit school and are still on the farm. In fact, farmers are invited to take the lectures and their wives are asked to join the home economy classes. Residents of the town who are not actively engaged during the winter may also attend.

The course in manual training is for men only and the course in domestic science for women only. In manual training the pupils are encouraged to bring in from home anything that needs repairing and may do this instead of a similar problem in the course. The courses in agriculture and business practice are open

to all. A course in English is also given. It includes the writing of letters, spelling and other practical work.

The course in business practice consists of practical farm arithmetic and mensuration, bookkeeping, civics, commercial law and contracts. The course is a two-year one and so far has been very successful and is growing in popularity from year to year.

Consolidated Rural Schools

The State of Minnesota has made wonderful advancement in the consolidation of rural schools. Previous to 1911 only nine consolidations had been formed, while under the Holmberg Act nearly 100 communities have established consolidated schools. We had the privilege of visiting two of those schools, one at Moore Park, about eight miles from Hinckley and Medford, near the southern part of the State. The story of the development of the idea is ably set forth in the article by Governor Eberhart, referred to at the beginning of this report. Consolidation is now a State policy and in the large number of places where it has been tried it has been a great success. There have been few complaints of its working. Some complaints have come from parents who live about six miles from the school and whose children have to walk some distance to meet the van that carries the children to school. Children living this distance away have to get up early, about 6.30 o'clock, and some consider this a grievance. The chief opposition comes from the property owner who has no children. His objection is based upon the fact that the cost is greater than under the old system. Those who have children consider that they are more than repaid for the extra expenditure by the superior instruction given. A parent at Moore Park was loud in its praises. His eldest boy, about 15 years of age, was nearly unmanageable at home. He did not like farming and hated working around cows and horses. If asked to milk or feed the cows it was not long before the cows gave offence in some way that ended in their being thrashed. The boy could see nothing in farm life but a life of drudgery with no opportunity to use his mental powers. He became a serious problem for the father. The consolidated school was started and the boy attended. From the first he entered enthusiastically into the work of the school. When the experiment of testing milk by the Babcock tester was made the boy wanted it at once to test the milk from each of the cows at home. Then came grain and corn selection, soil testing, etc., and the boy became suddenly transformed. The father wound up by saying that double the cost of the school would not begin to measure the good it did his boy. Like hundreds of other boys, he sees that there is abundant opportunity on the farm to exercise one's mental as well as one's physical powers.

There are three classes of consolidated schools that receive state aid, classed as A, B and C. Class A or Class B must contain at least 18 sections of land, and Class C not less than 12 sections. 25 per cent. of the resident freeholders of the districts that propose to consolidate may petition the county superintendent for consolidation, and after the scheme has been approved by the state superintendent an election takes place and the majority vote carries either for or against. Site, plan and location of building have to be approved.

Class A schools shall have at least four departments, Class B three, and Class C two departments. They shall be in session at least eight months in the year and shall provide for the transportation of pupils living more than two miles away from the school, or provide board and lodging as may be more economically and



CONSOLIDATED SCHOOL, MEDFORD, MINN.

conveniently provided for. The Principal shall hold a diploma from an advanced course in a Normal School and shall be qualified to teach the elements of agriculture and manual training. The other teachers shall have the same qualifications as those in graded schools of the cities and towns.

Class A schools shall receive annually \$1,500.00; Class B, \$1,000.00; Class C, \$750.00, and in addition each class shall receive a sum to aid in the construction of a building equal to 25 per cent. of the cost of the building, said sum not to exceed \$1,500.00. In addition to this aid the State grants to every school \$5.00 per pupil.

In every aided school provision must be made for the teaching of agriculture, manual training, sewing and cooking.

The State Legislature assists the districts by lending them money to build and equip their schools on twenty-year bonds at 4%.

The school at Moore Park has four class-rooms for ordinary work, a manual training room and a cooking room, a library and teachers' room and Principal's room. The heating is by steam and the ventilation by the fan system. The water from an artesian well was forced to bubbling fountains situated in the halls outside of each class-room door. Washrooms with water closets were in the basement. The drainage was carried to septic tanks situated in a distant part of the 10-acre lot. The school was clean and well kept and was the equal, if not the superior, of any graded public school I was ever in. The pupils were well dressed and clean. I mention this fact because there was such a marked difference in this respect between them and the pupils of an ungraded school we passed on the way there. The difference may be ascribed wholly to the effect of numbers, the new buildings and the example and instruction given by the teachers.

The teaching was as well done as in any graded school in the state. The consolidation lends itself readily to specialization. In this school, besides the work in agriculture and manual training which was done by the Principal and the work done by the first assistant who took charge of the cooking and sewing, the teacher of the primary grade was a specialist in that work and another teacher had made a special study of art. In this school some of the children come six miles but this is because the district is not compact. Not the least important period of the school day is the lunch hour, presided over occasionally by the teachers. It is arranged to have some one thing in common that has been made in the cooking period, preserves, apple sauce, boiled corn, etc. The 10-acre plot was part of the district burnt over in the great fire and was partly covered with a thick growth of poplar and contained several pine stumps. The only crop raised on the ground was potatoes which yielded 70 bushels to the acre. There were a few experimental plots of grain and corn. Three vans, two covered wagons and three single rigs were employed to transport the pupils. The vans travel on schedule time and no van missed a day on account of cold or snow. In cold weather foot-warmers are used and no complaint of being cold was ever made.

The consolidated school at Medford did not differ very much from the one at Moore Park except that the instructor in agriculture was a specialist in that department and gave his whole time to the work. In the forenoon he gives instruction to the pupils at the school and in the afternoon his work is among the farmers in the school district. This instructor is a very capable man and has done a great deal to make consolidation a success here. The farmers have found that it is a paying proposition to consult the instructor on every matter pertaining to farm work. The principal related one incident that made an enthusiastic supporter

out of an indifferent one. This farmer had a pretty good field of corn and desired to compete for the corn prizes at the State fair. He called in the instructor in agriculture to help him make the selection. The selection made won the prize for the best ear of corn in the State.

We saw the vans drive up from four directions promptly at four o'clock, and in less than five minutes they were loaded and away on their journey home without any noise or crowding. The sudden changes from classrooms to cloakrooms, from cloakrooms to halls, from halls to grounds, and from grounds to vans so quickly and orderly made were almost bewildering.

Consolidation has a very marked effect upon the teachers. In these schools teachers get better salaries, have the companionship of other teachers and in addition have an opportunity to specialize in some particular part of the work. In Medford the primary teacher was most capable and an immense amount of art work, sewing, manual training and nature study had been done. In the other grades the work had been continued. Such training would be impossible in an ungraded rural school with one teacher.

In these schools the teachers have an opportunity to teach the special work they get at the Normal Schools, while in rural schools very little can be done and the slightest objection from a parent discourages the young teacher and she drifts back in the old rut of non-progress.

Instruction in manual training, household science, art and nature study is given in our Normal Schools but only in rare cases does this instruction affect the pupils of the rural schools. Most graduates of a Normal School consider the task too great to convince the trustees and ratepayers that these newer subjects aid in the teaching of the three R's. They, therefore, follow lines of least resistance and teach the old subjects in the old way. The monotony of the work causes them to seek change in a new school.

Anyone who observes the working of consolidated schools in Minnesota must come to the conclusion that the rural school is a thing of the past and every day in this progressive age it is falling farther and farther behind. It was the only school for a community of pioneers in a wilderness and it should now be put aside along with similar pioneer utilities. The country school that is wanted now is a school that will take its place alongside of the rural telephone, the rural mail delivery, and the good roads movement. No amount of patching or grafting can ever fit the single-roomed rural school to give modern practical instruction to the farmers or their children. The only solution of the problem so far appears to be consolidation as they now have it in Minnesota. Time and experience will suggest improvements but the foundation is right. The consolidated school will do more than any other institution to keep the young people on the farm. It brings to the country boy and girl all the advantages of town life with none of its disadvantages. The cry "back to the farm" is a useless one. No one goes back after he leaves it. Keep those on the farm who are there now by making life in the country more attractive and fuller of opportunities than life in the city.

Bulletin No. 41, issued by the Department of Public Instruction, St. Paul, Minnesota, gives the whole story of consolidated schools in the State.

From this bulletin the following list of objections and advantages is taken. The reader may weigh one against the other and decide for himself:

Objections

(1) Dangers, discomforts, risk of spreading contagion, long rides, early rising and increased cost of schooling resulting from transportation.

- (2) Poor or impassable country roads.
- (3) Loss of public money in abandoning one-room schoolhouses.
- (4) A large number of teachers thrown out of employment.
- (5) Cold lunches for a larger number of children.
- (6) Increased cost of maintenance.
- (7) Children unable to attend regularly in extreme weather.
- (8) The scheme is undemocratic and tends toward the loss of local self-government.
- (9) Robs citizens of the privilege of holding public office.
- (10) Tends to lengthen the school year which is already too long.
- (11) Generally makes necessary the erection of a new modern school building which involves the bonding of the district.
- (12) Increases the duties of school officers.
- (13) Increases the difficulty of getting a hearing for complaints against the teachers.
- (14) Makes possible a more rigid enforcement of the compulsory attendance law.

Some of these objections may not appear entirely valid, but every one of them has been urged as a reason why consolidation is not desirable.

Advantages

- (1) Affords facilities for effective grading and classification of pupils.
- (2) Lessens the number of recitations for each teacher.
- (3) Allows the choice of teachers with reference to fitness for dealing with children of different ages.
- (4) Provides the school with a mature and experienced Principal to plan and supervise.
- (5) Improves the chances for the slow and average child.
- (6) Permits of instruction in industrial subjects.
- (7) Adds to the interest and spurs the ambition of children through the association of larger numbers.
- (8) Secures better teaching and a longer term of service.
- (9) Results in greatly improved rural school buildings equipped with all modern conveniences and ministering to the health and comfort of the children.
- (10) Insures a complete equipment of all needful apparatus.
- (11) Furnishes a substantial basis for community organizations, social, economic, educational.
- (12) Makes possible a complete high school course for every country child and permits him to keep his place in the home life while he is pursuing it.
- (13) Permits the employment of a capable janitor to suitably care for building and equipment.
- (14) Protects children from sickness resulting from contagion, exposure and unsanitary schoolhouse conditions.
- (15) Insures regular and punctual attendance.
- (16) Transportation takes care of the children, their morals, health, and safety, going to and from school.
- (17) The transportation vans yield themselves to the use of patrons in attending all district and neighbourhood meetings.
- (18) Public transportation of school children necessitates and hastens the building of good roads.

(19) The better schools attract the best class of settlers and serve to establish them permanently in the community.

(20) The desirability of living in a particular community increases land values.

(21) Industrial training including agriculture will bind the interests of the children to the possibilities of the farm and the home.

(22) Finally, the consolidated school provides that something for the lack of which country boys and girls have hurried away to the town at the first opportunity.

IV. REPORT OF S. A. MORGAN, B.A., D.PAED.

PRINCIPAL, HAMILTON NORMAL SCHOOL

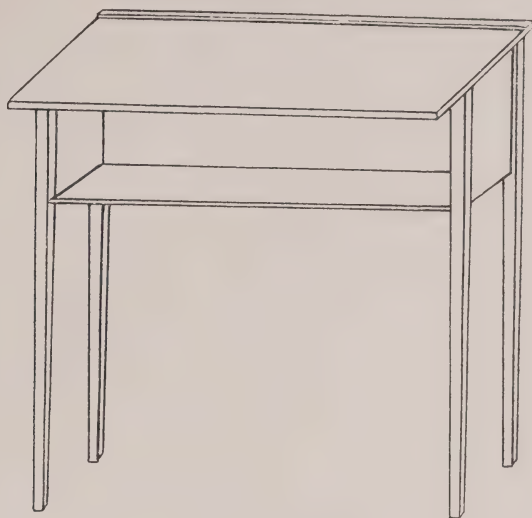
In the month of October, 1913, I had an opportunity, in conjunction with other Normal School Principals, of visiting a number of schools situated in the Eastern States. The States visited included Maryland, Pennsylvania, New York, New Jersey, Massachusetts and the District of Columbia. The object of our visit was primarily to obtain an insight into Normal School conditions and practices in the various centres, although some opportunity was afforded of enquiring into other matters of educational interest, notably the problem of the education of exceptional children.

District of Columbia

The first school visited was the new James Ormond Wilson Normal School, Washington, D.C. This school, which was formerly the Washington Normal School No. 1, moved into its new building last spring. The new school, which was built and equipped at a cost of \$350,000.00, is modern in every respect, and, in addition to the Normal quarters, provides accommodation for a Model School of nine classes. This division of the school, which provides for all practice-teaching, is limited to the four lower grades and the Kindergarten. A special feature in connection with the class-rooms of the Model School is that in the first two grades movable desks or chairs are used throughout. In some of the class-rooms the Washington Primary Desk is in use; in others, the Moulthrop Movable and Adjustable School Chair. These, the teachers find, give the little children greater freedom and ease. Another advantage is that floor space may thus be provided for the introduction of class exercises and games which make possible the continuing of much of the spirit of the Kindergarten through the lower grades.

The Normal School provides a two-year course, and, unlike many of the Normal Schools, this school has a fixed programme of studies for the Normal students. Ample provision is made for practice teaching during the second year of the course. The student spends in teaching eighteen weeks in all, made up of three terms of six weeks each. During this time the teacher-in-training spends her whole time in the practice school, three weeks of each term in teaching, and three weeks as an assistant to another student. As previously noted, this work is confined to the four lower grades of the public school.

A special feature in connection with the course of study of the Normal School is the absence of Elementary Science, all attention in the science department being given to Nature Study and Geography. For purposes of Nature Study, in ad-



THE WASHINGTON PRIMARY DESK
Size of top, 14 x 22 inches.



MOULTHROP MOVABLE AND ADJUSTABLE SCHOOL CHAIR

dition to a well-equipped Nature Study room within the school, a large plot of ground is devoted to school gardening. In the subject of geography no attempt is made to introduce elaborate apparatus as in some schools, but large use is made of the opportunity afforded through the situation of the school of visiting different departments of the government and studying at first hand many of the problems with which the subject has to deal.

The age limit for admission to the Normal School is not definitely fixed, the average age at entrance being between seventeen and eighteen years. The certificate granted at graduation qualifies for the District of Columbia, and is validated after one year's probationary teaching.



BOYS' CLASS ROOM

Education of Exceptional Children

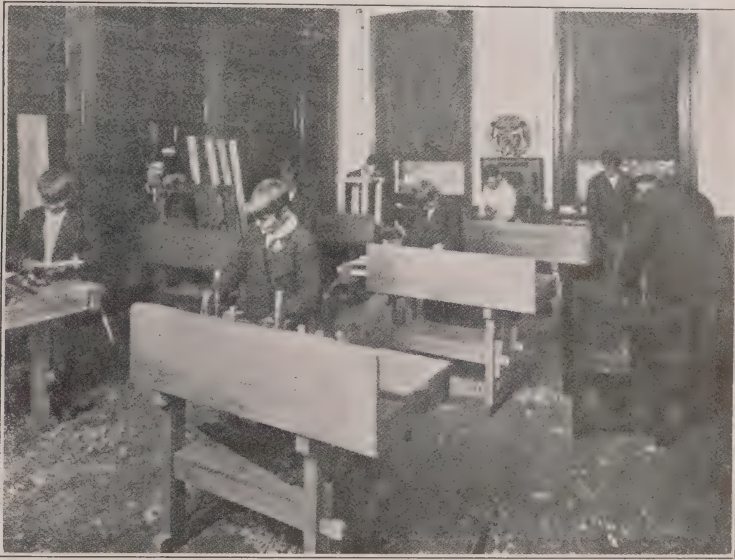
Through a visit to the Morse Street School, which is devoted to the education of defective children, an opportunity was afforded of learning something of the provisions for the education of exceptional children. These provisions included:—

1. Classes for backward children.
2. Classes for incorrigibles.
3. Classes for mental defectives.

Classes of the first type make special provision for those children who are two or three years behind the average children of their own age. Fewer pupils are assigned to these classes, the instruction is more personal, and modified when necessary to meet the special needs of the students. The aim is to return the pupils as soon as possible to the regular grades.

To the second or disciplinary classes are transferred those pupils whose presence is detrimental morally to the pupils of the regular grade classes. These classes are also much smaller than those of the regular grades, and are placed under teachers specially qualified for the work.

In the classes for defectives the number of pupils is especially limited, usually to ten or fifteen. The work in the classes varies according to the needs of the particular pupils, but emphasizes especially exercises and occupations involving motor activity. At the school visited our time was spent in observing the work of both the lowest and the highest grades. In the lowest class the children spend much of their time in a free way with the Kindergarten and the Montessori materials, and have also other types of material for engaging in simple discriminating games and constructive exercises. On the basis of this work such progress in language, number, etc., is made as is possible with each student. At the time of our visit the teacher was engaged in an interesting experiment in which she was attempting to awaken an interest in word forms through colour, wherever the children's power of discriminating colour seemed especially marked. In the highest form, in which



CLASS IN WOODWORK

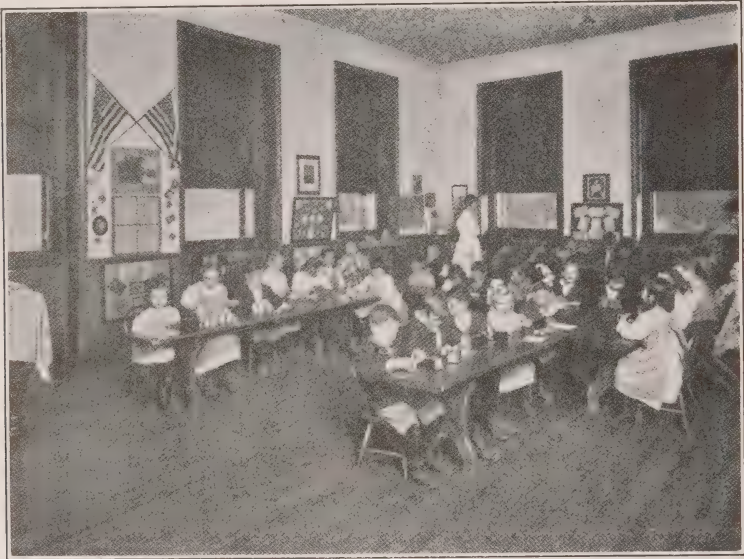
such work as typewriting, manual training, weaving, etc., is largely carried on, the orderly and effective manner in which the pupils could conduct their exercises was a delightful contrast to the lack of control noticed in the children who had just entered the primary class. Here the pupils appeared able to proceed with their work in a perfectly normal manner, owing no doubt to their having mastered the various processes through habit-forming exercises.

A lunch room in connection with the school affords an excellent opportunity for training the children in good manners. In this lunch room the children obtain their mid-day luncheon at a cost of five cents.

State of Maryland

In addition to a day spent at the Maryland State Normal School, Baltimore, visits were also paid to the Baltimore City Training School and Johns Hopkins University, and a brief inspection made of the provisions in force for the education of exceptional children.

The Baltimore Normal School, with about four hundred students in attendance, is at the present time lacking in accommodation. To remedy this, six hundred thousand dollars was voted in 1912 by the Assembly of Maryland for the purchase of land and the construction of a new school and dormitory. These buildings are now in course of erection, and the new school is to be opened in 1914. Being directly under control of the State Board of Education, the Normal School prepares teachers mainly for schools outside the city, drawing its pupils largely from the counties. Students holding certificates from approved High Schools in Maryland are admitted to a Two-year Normal Course without examination. To enter the first year of this course, male students must be at least seventeen and female students at least sixteen years of age. Students may also



KINDERGARTEN

enter the Normal Course by first completing the academic course in the Normal School. The Academic Course covers two years and a student may enter this course after completing the Eighth Grade in the Public Schools in Maryland, but male students must be at least fifteen years of age and female students at least fourteen years of age for admission to the first year of this Academic Course.

The Model School consists at the present time of eight grades, and is situated on the first floor of the Normal School. During the first year of their course, the Normal students spend forty-five minutes each day observing in the Model School. In the second year, each student spends forty-five minutes daily for twenty weeks in actual teaching.

Baltimore City Training School

This training school is directly under the control of the City Board of Education and trains teachers for the public schools of the city. High School graduates are admitted to a two years' course without examination. During the

first year the work includes academic work and educational theory, although two hours per week is spent in observation, and some teaching may be done during the last half of the first year. In the second year twenty full weeks are spent in teaching.

College Courses for Teachers

A short time was spent at Johns Hopkins University in connection with the College Courses for Teachers. These courses are intended for teachers and others in the vicinity of Baltimore who, on account of their vocation, are not able to attend regular lectures. For this reason the lectures are given after four o'clock from Tuesday to Friday and on Saturday forenoon. The courses include both academic and professional subjects.



GIRLS' CLASS ROOM

Education of Exceptional Children

Considerable advance has been made by the city of Baltimore in this department of school work. In addition to the classes for incorrigible and defective children, special classes are provided for bright or gifted children. Students who, on completing the sixth grade, show special ability, and whose parents give consent, are admitted to these classes, and take extra work of high school grade. These students are thus able usually to graduate from the High School one year earlier than the normal child. There are also two classes for epileptics and one for cripple children. Omnibuses are used for gathering these children and returning them to their homes. No special classes are formed for backward children, but the senior students of the training school are used to give assistance to the children of the regular classes who are backward in any subjects.

In addition to the efforts put forth by the city for the education of defectives, there is the Maryland Asylum and Training School for Feeble Minded, situated at Owings Mills, Baltimore County. Time did not permit a visit to this institution,

which is given over wholly to the care and education of the feeble-minded above the idiot class. Reports indicate, however, that excellent results are being achieved in the school department, improvement being noted in most of the children admitted to the institution. The four preceding illustrations indicate the type of work used within the school room to develop self-control in the pupils.

State of Pennsylvania

Our inspection of the schools of Pennsylvania was confined to a visit to the Millersville State Normal School. The school, which was established in 1855, is recognized as the first State Normal School in Pennsylvania. On visiting this school, one is immediately impressed with the extent of the grounds, and the number and size of the buildings. The grounds include about twenty acres. Part is covered with forest trees, shrubbery and flower-beds, while in another part is situated a small lake for skating and boating. In addition to the main buildings, which have a frontage of about three hundred feet and contain the Administration Building, the Ladies' Building and the Gentlemen's Building, are a large and well equipped gymnasium, a library one hundred and seven feet by one hundred and nine feet, a Science Hall with numerous class rooms and a Model School one hundred and twenty-three feet by sixty feet. In addition to these buildings are a large building known as the Household Department, an Infirmary, and various other buildings belonging to the school plant. The Ladies' Building has accommodation for about four hundred students, and the Gentlemen's Building for about two hundred and fifty students.

The school has a Four Years' Course, the last two years constituting the Normal, and the first two years the Preparatory Course. Graduates of approved Pennsylvania High Schools are admitted without examination to the third year of the Four Years' Course, while graduates of approved High Schools of the second grade are admitted to the second year of the Four Years' Course. The state will pay each student sixty dollars for tuition expenses, but the student receiving such aid is expected to teach at least two years in the state. About one-half of the graduates go to the rural parts, the others to the cities and boroughs. In this connection we were informed that a large number of rural schools are taught by high school, and many even by public school graduates who have no professional training whatever. Statistics showed that in thirty-nine counties there were three thousand five hundred and seventy provisional certificates in force. This is largely due to the small salaries, occasioned in part, no doubt, by the fact that seven months is allowed as a minimum school year. Many of the rural schools, therefore, are open only the minimum number of months, and usually engage a teacher by the month at a salary of about \$50.00 per month.

Some special features were noted in connection with the practice-teaching at this school. At the time of our visit the Model School was unfortunately closed owing to an outbreak of diphtheria. This school, which contains, in addition to other rooms, twenty recitation rooms, is in charge of a superintendent and four supervisors, the greater part of the teaching being done by the Normal students under the direction of the supervising critics. Each student of the Senior class is expected to teach forty-five minutes daily throughout the school year of forty weeks. From this it will be seen that in many cases seven different Normal students may take charge of a class throughout the day, with occasional visits from a critic teacher. The Principal reports that this method is quite satisfactory from the standpoint of the Model School, and also makes the work of the Normal student more practical.



STATE NORMAL AND MODEL SCHOOLS, TRENTON, N.J.

State of New Jersey

The State Normal School at Trenton, New Jersey, which has just entered upon the sixtieth year of its history, has in its Normal classes an enrolment of six hundred and twenty-four students, of which number fifteen are men. The school buildings though large and fairly modern, are scarcely equal to the demands of the number of students in attendance. Many of the classes also were too large for individual instruction. In addition to the Normal and Model School buildings, there are three large boarding halls under the control of the school. The Normal course, two years in length, presents, in addition to the General Course, a Kindergarten Course and a Domestic Science Course. There is also offered a High School teachers' Course, in which the student must take, in addition to the equivalent of the other two-year courses, sixteen advanced High School units.

Students are admitted to the Normal School courses at the age of sixteen, graduates from approved High Schools being admitted without examination. Other applicants may be admitted on examination. These entrance examinations are held in June and occupy three days. When admitted, the teachers-in-training must sign a declaration that they intend to teach in the public schools of the state for two years after graduation.

The Model School contains High, Grammar and Public School classes, but, on account of the large number of Normal students, it is not able to provide sufficient practice-teaching. To supply the deficiency, the state has selected schools in nearby towns, and established them as Student Teaching Centres. During her senior year, each student spends five weeks as an apprentice in teaching in one of these teaching centres, one student being assigned to each room. In addition to this apprenticeship, a student teaches about twenty lessons in the Model School, and spends some time in observation in the Model School in both her junior and her senior year.

Concerning the locating of the Normal student after graduation, we were informed that few went to the country schools. Many of the teachers in these schools were said to be High School graduates without professional training, and many indeed with not more than two years' High School education.

In connection with the Kindergarten, we noted that pupils between five and six years of age were admitted to the morning classes, while in the afternoon children between four and five years of age were admitted, the director and the assistant interchanging for the afternoon work. On account of thus having a two years' course, it is found possible to have the morning kindergarten pupils take a certain amount of work which serves as a transition between the kindergarten and the primary grade.

Education of Exceptional Children

The City of Trenton was found to be making good progress in its provisions for the education of exceptional children. Classes are provided for delinquent, backward, gifted and feeble-minded children. In this connection it may be mentioned that whenever at least ten pupils show three years' retardation in their work, the Board of Education must form a special class. Not more than fifteen pupils are admitted to such classes. There are now about twenty of these special classes throughout the city. A brief visit was paid to one of the schools in which classes for defectives were situated. The curriculum was of the motor type usually employed for the education of such children.



BOARDING HALLS, TRENTON, N.J.

The City of New York

The Normal College of the City of New York is a college for the education of women, and provides a four years' course leading to the degree of B.A. It attempts, however, to encourage young women to engage in teaching by providing training and optional courses in pedagogy. Through these options graduates may without extra examinations secure, in addition to their degree, certificates to teach in the elementary or high schools of the State. About fourteen hundred students are in attendance at the present time.

In addition to the college proper there are also:—

1. A High School, which serves both as a preparatory school and also as a practice school to train the college students for teaching in High Schools.

2. A Model School, including both Kindergarten and elementary grades, and used as a practice school.

The work of the first three years of the course is purely academic, pedagogy being taken the last year. One hour a week is spent during this year in observation and practice-teaching, for which purpose use is made of forty outside classes in addition to the twenty classes in the Model School. Besides the practice teaching, each student wishing to qualify as a teacher must take in her final year seventeen semi-annual credits chosen out of the courses in the Department of Education.

Associated with the College is a school for the training of Kindergarten teachers. This school provides a two years' course, and the students cover a large amount of work in both Kindergarten theory and practice. The work is not counted, however, toward the degree of B.A.

Training Schools for Teachers

These schools, two in number, are under the control of the Department of Education of the City of New York, and train teachers for the elementary schools of the city. High School graduates are admitted to a training school without examination. Although the length of the course at these schools is two years, the study of the principles of education is practically confined to one-half year. During the first year of the course the various subjects are studied almost wholly from the academic side, although four periods a week are given to Logic during the first term and five periods a week to Psychology during the second term. One period a week is also spent through the year in observation in the Model School. During the first term of the second year, the course includes a study of methods in the various subjects, of principles and History of Education, and of School Management. During this term also one hour a week is spent in observation in the Model School. The second term of the second year is spent wholly in practice teaching as substitutes.

Columbia University

On Saturday forenoon, October 18th, an opportunity was afforded of visiting the Courses in Extension Teaching given at the university for the benefit of those unable to attend the regular courses. In the School of Education of Teachers' College, Extension Courses are, for the convenience of teachers, given in the afternoons and on Saturday mornings. Such courses are provided in the History and Philosophy of Education, Educational Administration, Educational Psychology, Secondary Education, Elementary Education, Kindergarten Education, Religious Education and Methods. The work done in connection with these Extension



HORACE MANN SCHOOL BUILDINGS

Courses may, under certain conditions, be counted for credit toward a degree. Similar lectures are given in the School of Practical Arts in Foods and Cookery, Sewing and Textile, Household Chemistry, Wood-working, etc.

Horace Mann School

A short time was spent visiting some of the Classes in the Horace Mann School, which, as a Department of Teachers' College, is used for purposes of observation and demonstration only. The school itself is a palatial building of six floors and provides accommodation for about one-thousand pupils. There are three departments, High School, Elementary School, and Kindergarten.

A visitor to this school is at once struck with the attention being paid to the physical health of the students. This is seen first in the provisions made to regulate the atmospheric conditions in the school rooms. There is also associated with the school both a well equipped Physical Education Building and an Athletic Field to provide for the physical development of the pupils. Finally open air classes are established on the roof of one of the buildings for the benefit of pupils who, in the opinion of the school physician, are in need of such. Another noticeable feature in connection with the school was the completeness of the equipment. Ample provision is made both to render the instruction objective and varied, and also to afford the pupils the necessary amount of motor expression. But perhaps what most impresses the visitor is the cheerfulness, the orderly freedom and the eagerness displayed by the pupils themselves in connection with their school work.

The Speyer School, another department of Teachers' College, is used by the College as a school of experimentation and practice. This is also a well appointed school, but time did not permit any adequate inspection.

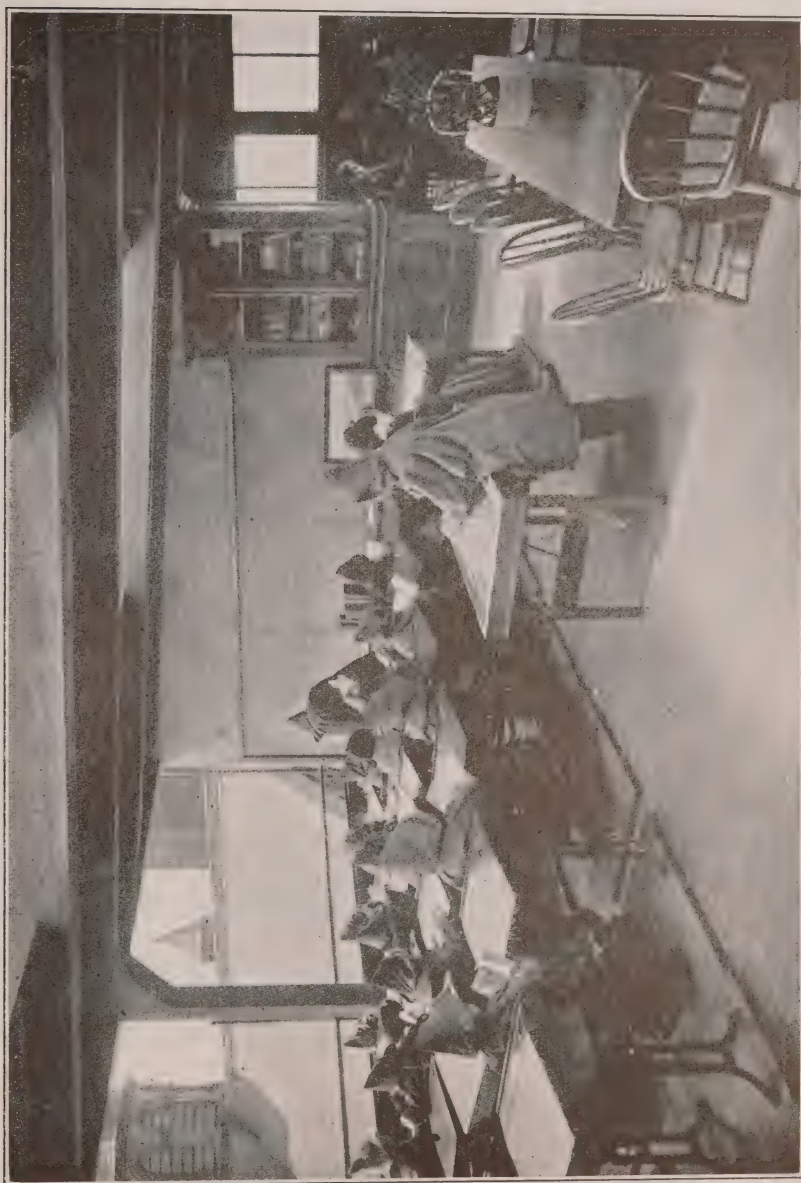
State of Connecticut

A visit was paid to the State Normal Training School, New Haven, Connecticut. The Normal Schools of this State are directly under the control of the State Board of Education, which supports the schools, appoints and removes teachers, and makes the regulations for their management. The School provides a two years' course, to which high school graduates are admitted at the age of sixteen. Tuition is free, but the students must sign a declaration that they intend to teach in the public schools of the state.

There is no Model School directly associated with the Normal School, but four of the New Haven city schools, forty-six rooms in all, are used as Model Schools. Under the agreement with the City Board, the State Board appoints the staffs of these schools and fixes the salaries. The City Board pays toward the salaries of each teacher up to the regular schedule of the city for the particular grade; the state pays the difference between this amount and the salary granted. This arrangement is said to work quite satisfactorily.

Each Normal student must spend four months of the second year as an assistant in one of the class rooms under the supervision of the regular teacher, two students being assigned to each room. The work in practice-teaching alternates with the work in the Normal School, the student spending one month in the Model, and the next month in the Normal School. Each month of practice-teaching is spent in a different grade, thus giving the student experience in four different grades.

At the end of her course, if a student is not considered to have reached a



OPEN AIR CLASS, HORACE MANN SCHOOL

proper standard of efficiency, she may be granted a lower certificate and allowed to teach. Such a student is visited by a teacher of the Normal School during the year, and also examined by the same teacher at the Normal School at the end of the school year. If her work is then satisfactory, she may be granted a Normal School Diploma.

A somewhat exceptional feature in connection with the course of studies of this Normal School is the absence of Nature Study and School Gardening. In lieu of this, however, the students are called upon to do a large amount of work in Elementary Science. In the latter department a great number of experiments are performed which are sufficiently simple to give public school children an intelligent understanding of such chemical and physical phenomena as are to be met within the range of their every-day experiences. In addition to mastering the method of presenting these experiments, the Normal Students are instructed in constructing the necessary apparatus for carrying on the same. This apparatus is, for the most part, of such a simple character and so cheaply constructed that it is within the means of even the small rural school. Principal Morrill, who has charge of the department, states that it is his aim to have such work form an important part of the curriculum in every public school.

The State of Massachusetts

In this State visits were paid to the State Normal Schools situated at Lowell, at Bridgewater and at Worcester. Candidates for admission to these schools must be seventeen years of age, if young men, and sixteen years if young women. Candidates from approved public high schools are exempt from examination in any subjects in which the principal of the high school certifies that the applicant is entitled to certification. Other applicants must pass entrance examinations. These examinations occupy only two days. A special feature of the Massachusetts system is that the State appropriates annually \$4,000 for the Normal Schools to be given to students from the State who are unable, without assistance, to meet their expenses.

Lowell Normal School

The Lowell Normal School is an attractive and up-to-date building, one hundred and eighty feet in length and seventy-four feet in depth, the rooms and corridors being finished with quartered oak. It is beautifully situated on an extensive plot of elevated ground facing the Merrimac River. For Practice-teaching use is made of one of the city schools, the agreement with the City Board being similar to that at New Haven. Use is also made of three ungraded rural schools and of another with two rooms, thus giving the Normal student the necessary variety in her practice work. The ungraded schools are also used especially for students taking the rural school course, at present about thirty in number.

An interesting feature noted at this Normal School was an indoor school garden. For this purpose two very large rooms on the third floor of the Normal School are furnished with large tables covered with deep trays the size of an ordinary school garden plot. These plots are assigned to the students in the customary way and in them they carry on practical gardening operations, including experimental work. A part of one of these rooms is also fitted up with tables and chairs, and here the students receive instruction in Nature Study and Botany.



STATE NORMAL SCHOOL, LOWELL, MASS.

In connection with the Lowell Normal School there is, in addition to the regular course in music for students taking the two years' course, a special course for the training of Supervisors and Departmental Teachers of Music. This course requires an additional year's work. The Musical Instructor, Mr. A. E. Brown, has evolved an excellent system covering all branches of vocal music, and presenting the subject according to sound pedagogical principles. Special mention might be made of his method of grading the work, of his plan of finding weak pupils and strengthening their cases, of his mode of developing confidence in the pupils, and of the attention paid to the care and development of the voice, both because of its influence on the health of the pupil and also for power of expression.

Bridgewater Normal School

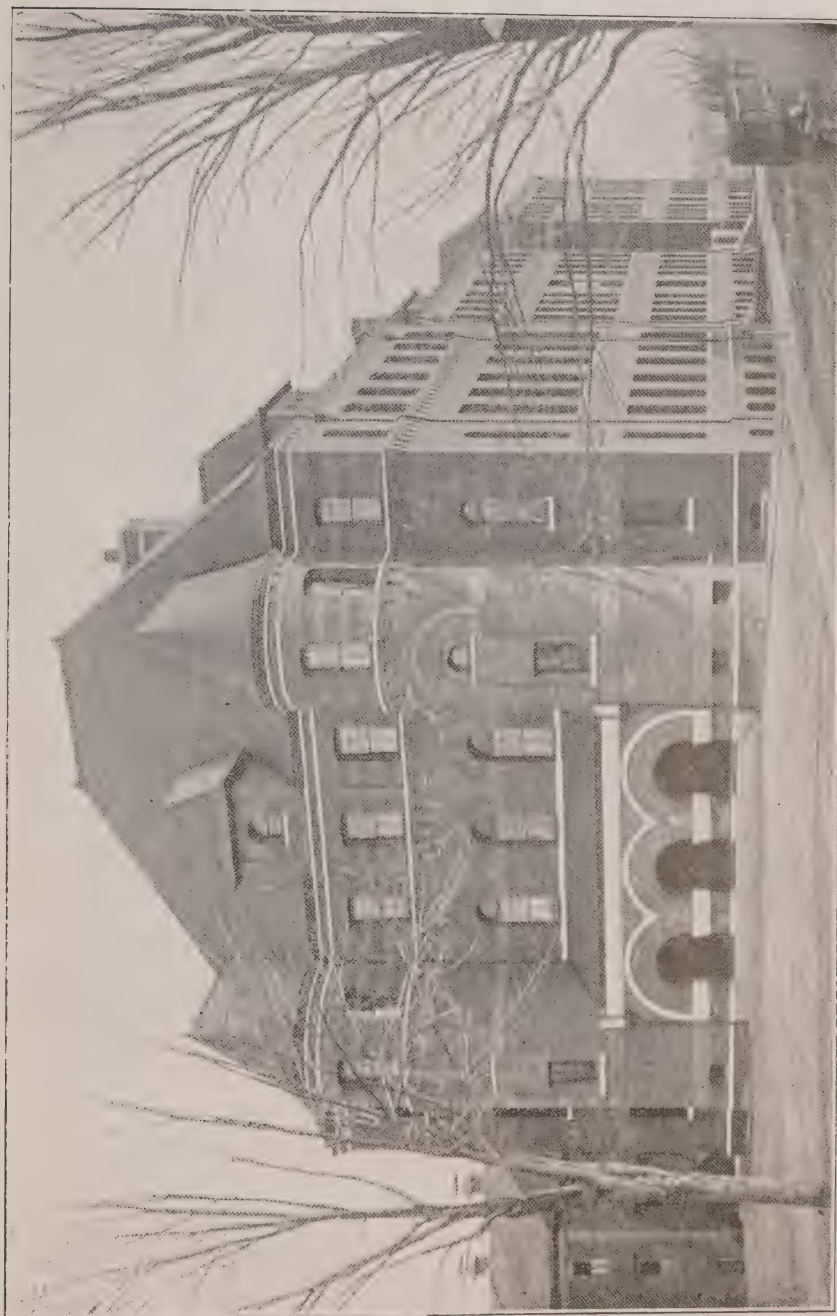
The State Normal School at Bridgewater, first opened in September, 1840, is one of the oldest Normal Schools in America. The present school, with its extensive grounds of twenty-two acres and its large cluster of imposing buildings, presents the appearance of a university. Among its several buildings may be noted the large Normal School building, the three residence halls, including the New Dormitory for Women and the well-equipped Gymnasium. There is also a school garden covering two acres, with a large greenhouse for laboratory purposes. The school provides, in addition to the ordinary Two-year Course, a Kindergarten-Primary Course of three years, a Three-year Course for those aiming to teach in the upper grades of grammar schools, and a Four-year Course for departmental teaching or for principalships in grammar schools.

In the ordinary two-year course the students begin their practice work by observing for two periods a week during the first year in the model school. This includes the Kindergarten and nine elementary grades. During the second year of their course the students serve for six weeks as assistants in at least two grades of the Model School. To facilitate this work the Normal School has suitable recitation rooms directly connected with the class rooms, thus providing additional means for class instruction. The illustration on page 86 will indicate the plan of these rooms. Further observation and practice teaching is also carried on for ten weeks in the near-by towns and cities to give the students additional experience in teaching and in discipline.

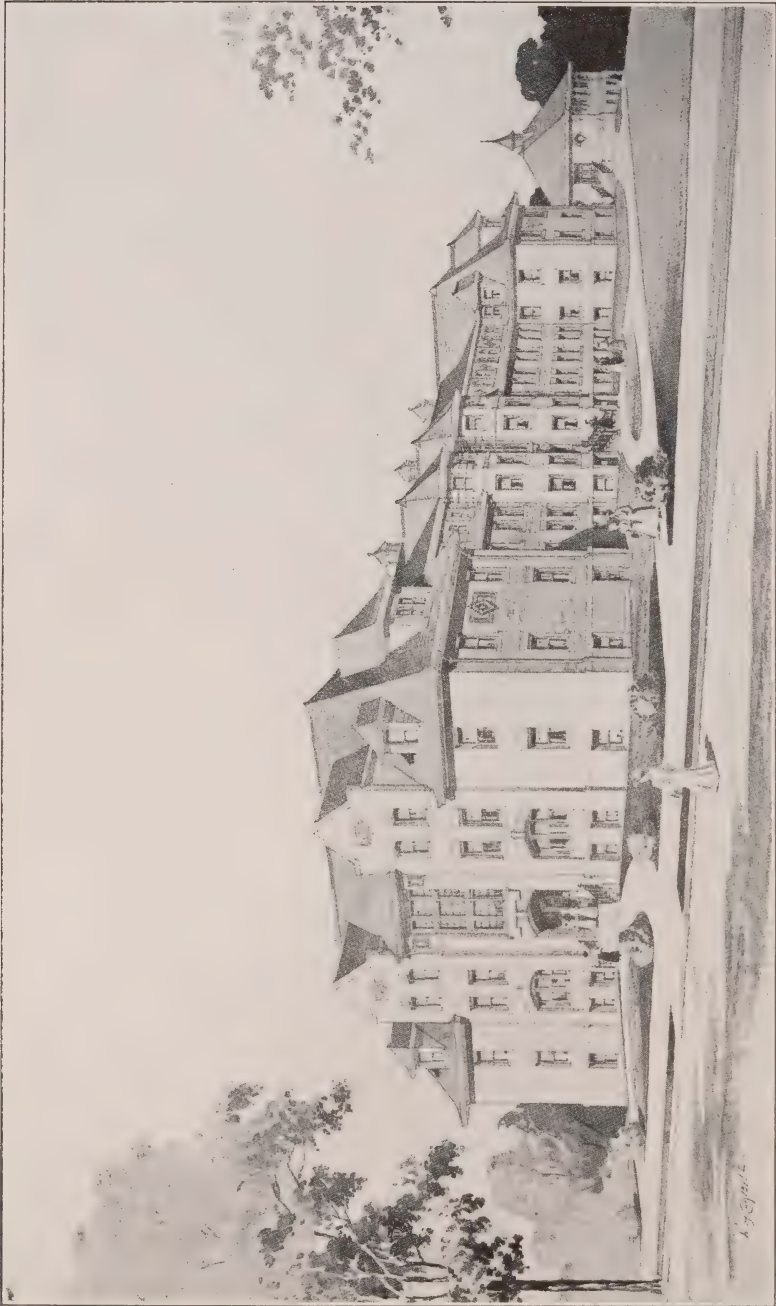
In the Model School, in connection with the Kindergarten-Primary Department, is a class known as the low-primary class. This class occupies a large room with a dividing partition reaching about two-thirds the length of the room. On one side of this partition the room is fitted up as a Kindergarten and on the other side as a primary grade room. By this means the room is made to serve as a transition room connecting the Kindergarten exercises with the work of the primary grade. In the upper-primary class, also, space is left to admit of rugs being placed upon the floor, whereon the children may engage with greater freedom in certain of their class occupations.

State Normal School at Worcester

At the Worcester Normal School, the regular course for the training of elementary teachers is a three-year course. During the first year and the first half of the second year, in addition to their academic and professional studies, the students spend two periods each week observing in the model primary department or in a city elementary school selected for that purpose. For both the



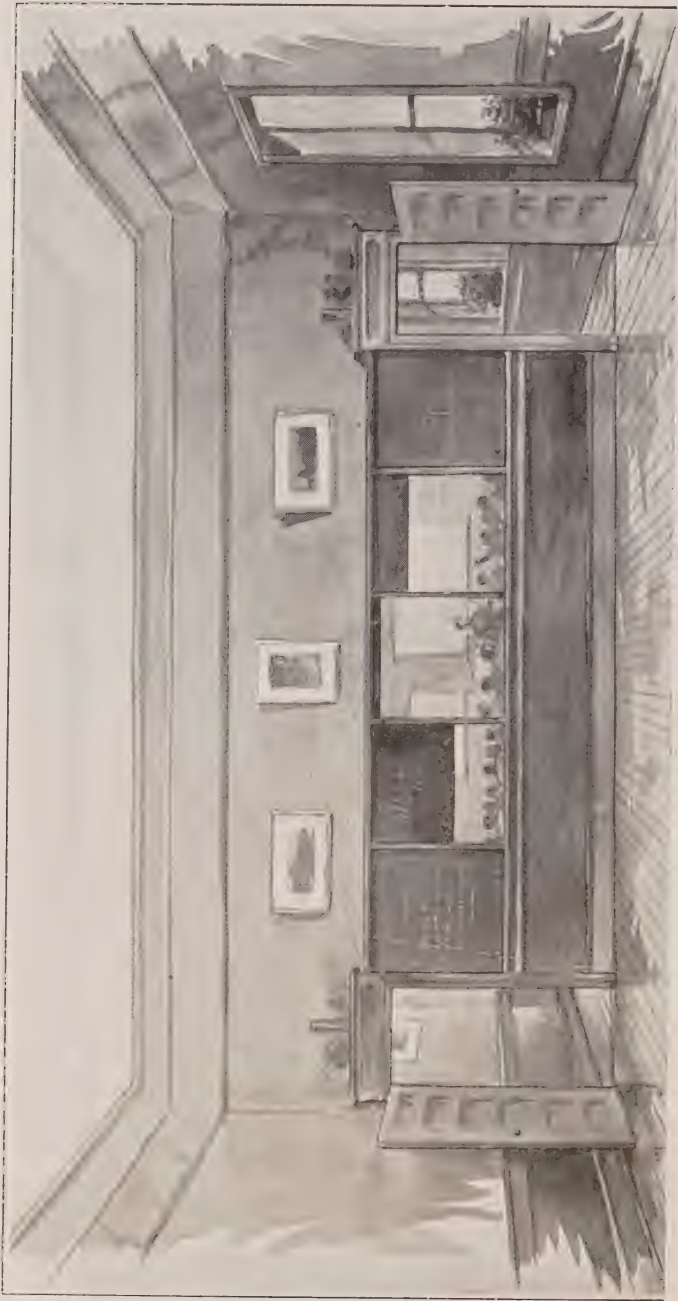
STATE NORMAL SCHOOL, BRIDGEWATER, MASS.



NEW DORMITORY FOR WOMEN, BRIDGEWATER NORMAL SCHOOL



GYMNASIUM, BRIDGEWATER NORMAL SCHOOL



RECITATION ROOM AS SEEN FROM CLASS ROOM



WORCESTER COUNTY TRUANT SCHOOL

second half of the second year and the first half of the third year, the students serve as apprentices to the regular teachers of the city schools. During this time the students are usually appointed to the same room for a period of six weeks of four days each. The fifth day of each week is spent by the apprentice class at the Normal School, where they meet the members of the faculty who act as supervisors of the apprentices. These supervisors, three in number, observe the apprentices and exercise a general control over this portion of the student's work.

For purposes of apprenticeship use is also made of some special schools, including the Worcester County truant school (See preceding page).

In addition to the Elementary Course, there is a Rural School Course of two years. This course is designed to fit the student to meet the problems of the rural school, although the practice teaching takes place in the first six grades of the city schools.

There is also a Kindergarten Course of two years, a Kindergarten-Primary Course of three years, and a College Graduates' Course of one year. The latter course is open to students holding bachelors' degrees, and prepares in one year for teaching in the elementary school. In addition to a review of subject-matter and a study of principles and methods, the student in this course spends two periods a week in observation throughout the year and one period a week in teaching during the last half year.

Another feature noted at this school was a special class room for reading and elocution. This room was provided with suitable apparatus for promoting vocal culture, including a number of well selected dramatic pictures.

Among the general features noted in connection with these several Normal Schools may be mentioned the large and handsome buildings, the well-equipped laboratories, the extensive libraries with special librarians in charge, and the extent and handsome appearance of the school grounds. In matters of organization, the number and length of the courses offered, the amount of time given to practice-teaching and the absence of written examinations are especially noticeable. Finally it is impossible to visit these schools without being impressed by the earnest devotion with which all connected with the several staffs are striving to advance the cause of education.

V. REPORT OF S. J. RADCLIFFE, B.A.,

PRINCIPAL, NORMAL SCHOOL, LONDON

Normal Schools in the Eastern States and Southern States

The following schools were visited between October 13th and October 25th, 1913:

Washington Normal School.

Virginia State Normal School, Harrisonburg, Va.

Maryland State Normal School, Baltimore, Md.

Pennsylvania State Normal School, Millersville, Pa.

Philadelphia Normal School.

Speyer School, New York.

Teachers' College and Horace Mann Schools, New York.

Connecticut State Normal School, New Haven, Conn.

Rhode Island State Normal School, Providence, R.I.

Massachusetts State Normal School, Bridgewater, Mass.

Boston Normal School.



NORMAL SCHOOL, MILLERSVILLE, PA
Administration Building, 60 x 150 feet.

Courtesy of Normal School Teachers

The visitor of Normal Schools in the United States is greeted by the Principal and the staff with unfailing cordiality. The Principal usually puts aside his own work for the day and conducts his guest through the buildings, into the classrooms and answers with courtesy his questions about the aims, the ideals, the management, the equipment and the expenditure of the school. The visitor is free to inquire from the class teacher the purpose and educative value of any procedure that is unusual or striking. The writer wishes to acknowledge his indebtedness to all the Normal School teachers whose acquaintance he was so fortunate as to make.

Definite Aim

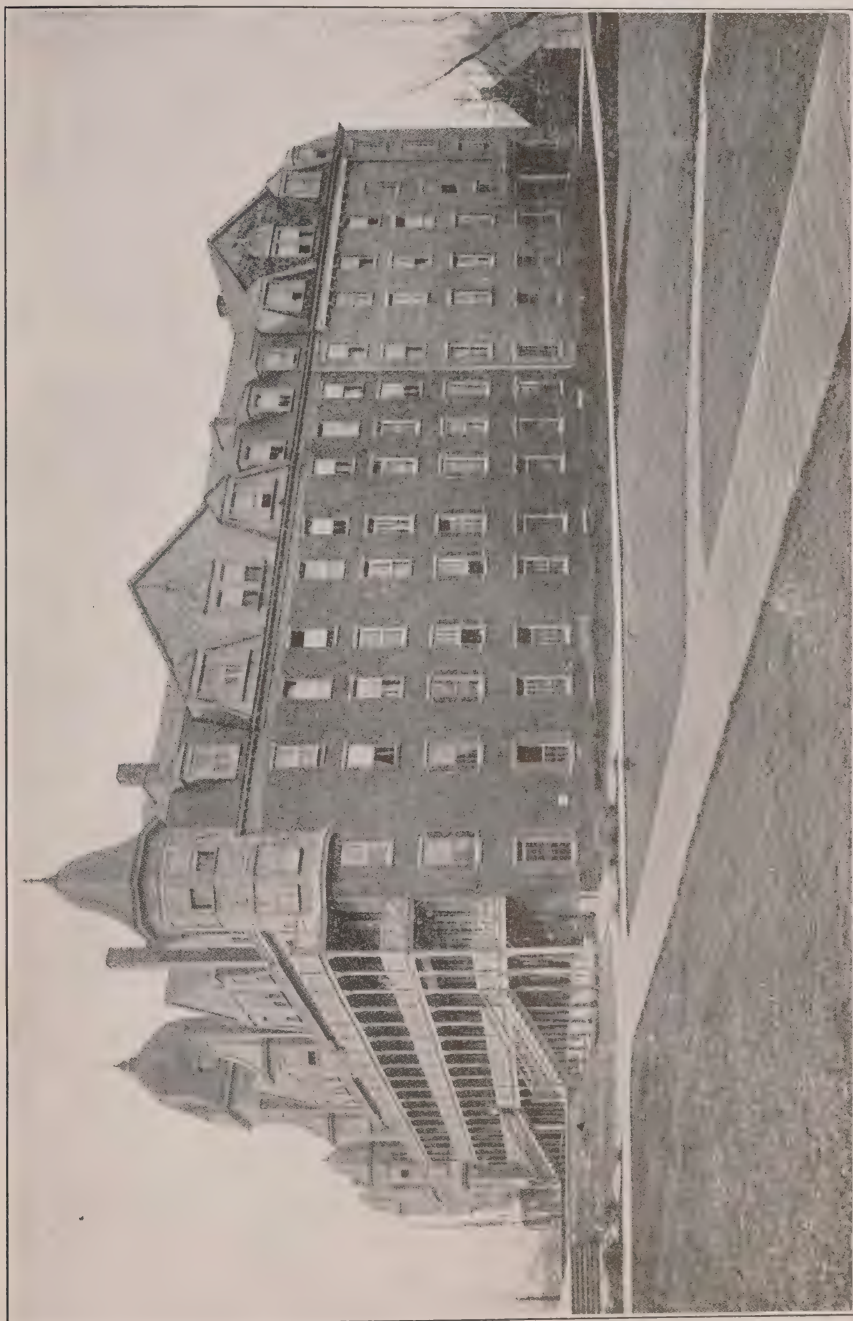
In the Normal Schools of the east and the south that were visited in 1913 there seemed to be more singleness of aim than in those schools of the west that were visited by me in 1912. In the western schools, the training of teachers for public schools was no doubt predominant, but in most schools there were many courses that can be found in Canada only in the Universities or in the Macdonald Hall at Guelph. In the eastern schools the Normal Schools have one definite aim. They wish to prepare the teachers for the public school. In many places they prepare the teachers for the rural schools. In the west we found that the graduates of a Normal School were rarely sent to teach in the country.

Amount of Academic Work

Most of the schools visited give a good deal of academic work to the students. In all cases the Normal School course takes two years; in some cases two and a half and three years. The course is compulsory and seldom are any elective studies to be found upon the programme. The studies are intended to give greater proficiency in the subjects that the public school teacher must teach in his own school. In addition to these are the courses in the Science of Education, the History of Education and School Management. In New Haven, Connecticut, Normal School, the Principal believes that all academic work should be done in the High Schools of the State. If a student is found to be deficient in scholarship in any subject he is required to overcome this deficiency by outside studies. It is not held to be the work of the Normal School to supply these attainments.

Practice Teaching

All the schools that I visited were placing great emphasis on practice teaching. They did not confine the student to one or two grades, as we found the practice to be in the Western States, but gave practice in nearly every grade and in every subject. They have one feature in their Model School training that is vastly superior to our system. We give attention to special methods in all subjects in all forms, but we have very little opportunity to judge the ability of our graduates to govern a school when they are thrown upon their own resources. In Philadelphia, in Millersville, in New Haven, in Providence, in Bridgewater and in Boston the senior students are placed in charge of rooms. Often these students are in rooms from thirty to forty miles distant from the Normal School. In these municipalities the School Board pays for one teacher for every two rooms, and the Normal School sends two or three students who conduct the classes under the supervision of this teacher. The town thus gets good service at one-half of the usual cost. The student gets six months' practice in teaching and in governing. Only



NORMAL SCHOOL, MILLERSVILLE, PA.
Ladies' Building, 150 x 150 Feet.

students who have shown ability are allowed to go to these schools. In some cases the students return at shorter intervals to the Normal School and others alternate with them. There is much variety in the details of this procedure, but all these schools are alike in their desire to give a guarantee that their graduates will be able to exercise proper discipline in their own schools.

Relations of Normal and Model School Teachers

The Normal School master in every school that I visited was working in close relation with the practice school. I found variety in the marking of students in these Model Schools. In some cases there were the Model School teacher who gives observations, the Normal School teacher who gives methods and a critic teacher who supervises all. In this case the decision of the critic teacher was final. The tendency, however, is to simplify machinery, and the best arrangement seems to be to accept as final the decision of the Model School teachers who consult with the Normal School masters on each case.

Automatic Appointment of Teachers to the Staff

In Philadelphia and in Boston where the Normal School is part of the City's educational system the Board of Trustees bind themselves to accept in the order of merit the graduates of the Normal School for positions on the city teaching staff. This plan frees trustees from the annoyance of many interviews about positions, and it also ensures capable teachers for these cities. The students who graduate with lower honours may secure positions as substitutes, and on the advice of supervisors and principals their marks may be revised if they show marked improvement and capability in their work.

Longer Terms for Normal Schools

One advantage of the longer term of the Normal School is the absence of hurry and nervous pressure among the students. The students do not have more than four or five lessons each day. The student has one or two periods each day for preparation of work in the library or in her private room. The teachers do not lecture so often as our Normal teachers do in Canada. The staffs are quite large and adequate to meet the work.

The Library

The library is in charge of a skilled librarian who often has some assistants. These assistants are used for cataloguing, for mending books, for collection of pictures in magazines that will be suitable for concrete material in the class-room. These librarians not only guide the student in securing the right material for his work but give assistance to the members of the staff. The value of the library is increased in a great degree, and the librarian also lectures in some cases on the system of cataloguing a public school library. She also gives advice on the most suitable works for a rural library.

Seating

In the United States there is greater freedom in the matter of seating. The fixed seat and desk is unknown in primary rooms. In Bridgewater, Mass., I saw the primary teacher seated with her class upon a rug on the floor. She was teaching a reading lesson. Little children become uncomfortable in one position for a



NORMAL SCHOOL, MILLERSVILLE, PA.
Gentlemen's Building, 100 x 150 feet.

length of time, and sitting on the floor may be as suitable a place for learning to read as on a high seat. These children would likely sit on the floor with their reading books if they were at home, but in a school the sight was very startling to my conventional ideas. In other cases I found the Normal School students seated in chairs in a circle discussing their work. When the teacher used the blackboard some had merely to move their chairs. In Bridgewater also the Model School class may be divided by a partition that can be raised or lowered as desired. Indeed there is also a small room in connection with this room where the inexperienced student-teacher may practise on a few pupils before she undertakes to teach a whole class.

Practical Studies

In Harrisonburg, Virginia, in the lovely and historical Shenandoah Valley I found great emphasis placed upon the practical and manual arts as millinery, dressmaking, cooking and agriculture. In this Normal School Mr. Ferguson, a graduate of the Ontario Agricultural College in Guelph, was teaching very practical agriculture. Poultry raising is carried on extensively and preparations are being made for work in dairying. Mr. Ferguson teaches three days at the Normal School and for the other three days he is the director of agriculture and field agent for Rockingham county. The teacher of Domestic Science, Miss Sale, had an apparatus for teaching cooking in a country school that would cost only \$15.00. This includes the following utensils:—

Equipment of Rural School

2 burner blue flame coal oil stove	\$8 00	1 square tin pan	\$0 20
1 bread board	30	1 cake bowl	20
1 roller	10	2 pie plates	10
2 dish pans	30	1½ dz. teaspoons	10
2 dish mops	10	1½ dz. tablespoons	25
2 wire sieves	25	1½ dz. forks and knives	50
1 frying pan	25	1½ dz. cups and saucers	45
1 stew pan	25	1 china pitcher	30
2 egg beaters	30	1½ dz. plates	40
1 dust pan	10	1 sugar bowl	10
1 baking dish	15	2 muffin tins	20
1 sauce pan and cover	25	1 double boiler	50
2 paring knives	20	1 biscuit cutter	05
1 bread tin	10	1 sifter	15
1 platter	10	1 scrubbing brush	10
1 wooden spoon	03	1 grater	05
2 measuring cups	10	1½ dz. glasses	30

The people of Virginia want very practical studies in their schools. The teacher strives to give the students skill in getting along with very inexpensive material. The same fact is true of their basket weaving. The materials used were corn, the willow and the honeysuckle vines. In dressmaking the students construct the manikins on which the dresses are fitted. The Art has also a very practical aim, as the teacher of art was also the teacher of construction. This condition was found in other Normal Schools.

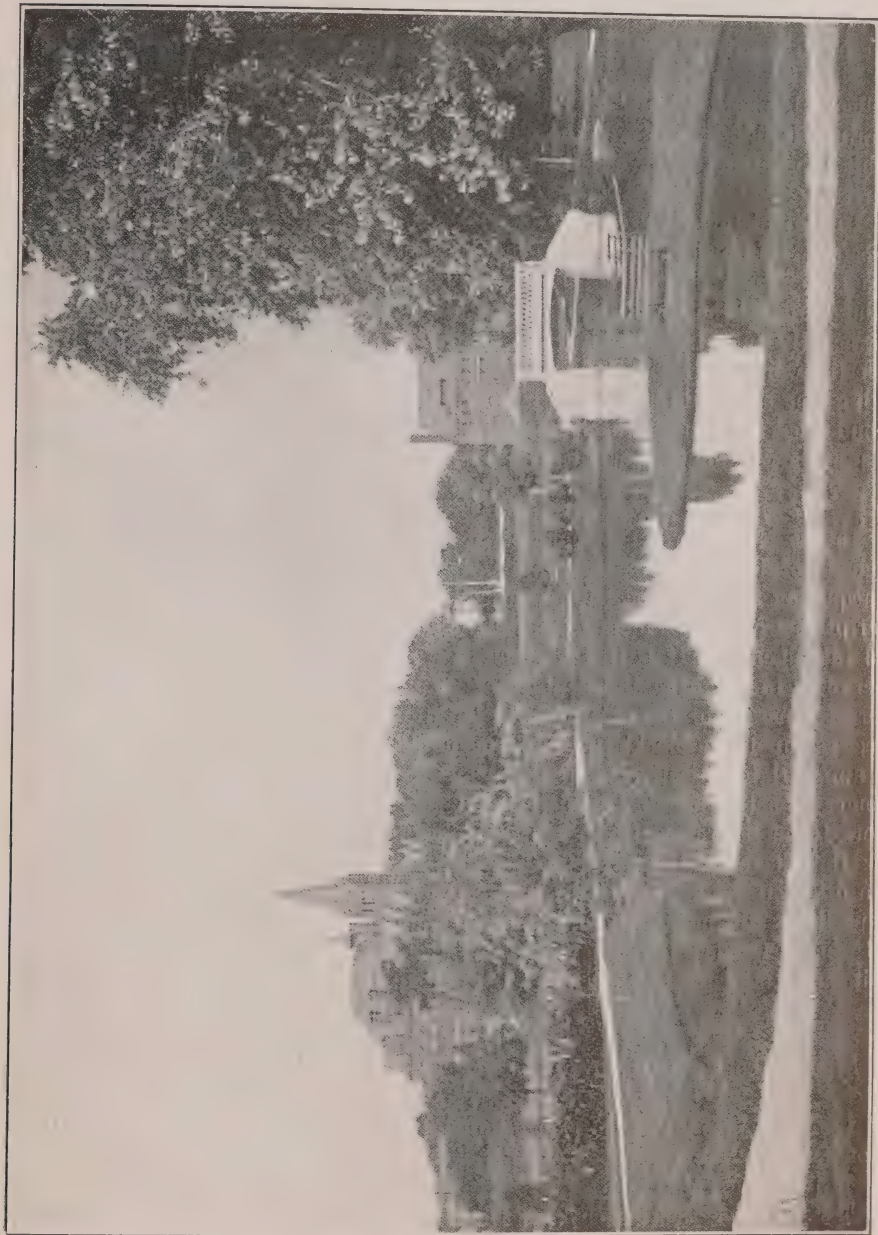


A VIEW OF THE LAKE, NORTH CAMPUS, NORMAL SCHOOL, MILLERSVILLE, PA.

In New Haven, Principal Morrill has arranged an excellent syllabus of studies in elementary science suitable for pupils in the 7th and 8th grades. He has a case of equipment that he makes for about \$10.00 that could be easily put into every public school. These simple home-made contrivances would make it possible to teach elementary science in a proper manner. In the Providence Normal School, Mr. Cotton, the teacher of Manual Training, was constructing apparatus for the Physics Laboratory. The pupils of the 7th and 8th grades were constructing various designs, as a model sailing yacht, a derrick, a windmill with pulley attached for running toys, a water motor, a steam turbine, a water wheel, aeroplanes, induction coil, telegraph set, wireless sending and receiving set, electro-magnet and a model motor boat with either steam, turbine or electric motor for power. Many models are constructed for use at home. Repairing is also done. The boys are encouraged to utilize material they have about the home, as old clock parts for gear wheels, etc., rather than purchase parts for their models. These models involve much simple metal work and soldering is done by the pupils. They get the suggestions from such journals as *Popular Mechanics Magazine* and *The American Boy*. In Bridgewater the Manual Training is also very practical. An artisan with many-sided abilities is the instructor in Manual Training, and under his superintendence the boys are building a cottage on the ground. All the carpentry, plastering, painting and steam-fitting will be done by the boys. This practical direction seems to be the tendency at present in Manual Training in the Eastern States.

Primary Reading

I found that in all schools the pupils were taught to read by the combination method. For the first four weeks the work was nearly all by the word method with the adaption of such devices as are outlined in our Manual on Primary Reading. At the end of three weeks the child knows about twenty-five words; at the end of four weeks about forty words in sentences. Phonics is begun gradually by merely careful enunciation. In fact, in the Washington Normal School the Normal students must take a course in phonics not only to know these sounds, but for the sake of enunciation, which is often defective owing to faulty vocal cords or faulty hearing. In some rooms I found the teacher using print. In those cases the blackboard work was remarkably good. Poor print is very much worse than script and Normal School students must be able to print well on the blackboard. In some Normal Schools the teachers advise certain students to prepare for primary work, as they have the proper temperament. At Bridgewater they do not have to cover all the subjects that the prospective teacher of higher grades must take. I noticed in most places that the articles *the*, *a* and *an* were taught with the nouns, and at the end of four weeks the children could distinguish *a pear* from *the pear*. In another school I saw the teacher instructing her class in reading by simply holding up single words that were also sentences as Sit, Stand, Hop, Stop, Run, Jump. The pupils acted the parts without teacher or pupils saying a word. One enthusiastic boy enjoyed the word *Run* so much he could not see the sign Stop. He would make an Admiral Nelson. The teachers make all primary work a play. The little sentences are what arise naturally in the games, or in answer to the little story the teacher is telling. They use phonograms greatly for word building, but the word must be a real word and convey definite meaning.



WEST LAKE AND CAMPUS, NORMAL SCHOOL, MILLERSVILLE, PA.

Reading

In all cases of learning to read the tendency is to supply new reading matter and supplementary reading books rather than thumb old books. When a lesson is worthy of note, it is reviewed and studied for its literary value. I found no attempt to teach literature separate from reading in the first and second forms. The literature that is taught is simply a means to prepare the pupil for the intellectual, emotional and artistic reading of the lesson. In this way the best in literature is taught, and yet the child does not appear to have too many studies on his programme. The artificial division of studies does not begin so early in their schools.

In Philadelphia I saw a novel device for attaining naturalness in expression in reading. In order to overcome the usual hesitation in reading that accompanies word recognition, the teacher asked the class to look at the sentence, tell the story in the words of the book while looking at the teacher. These pupils were trained to grasp the meaning quickly from the page, and look over the top of the book while the words were repeated exactly. The presence of some one to whom he was talking was always in the consciousness of the child so that all the pupils in the Second Book read as naturally as they talked. The pupil acquires the habit of grasping large groups of words as a whole and of reading with rapidity.

Composition

In the New Haven Normal School many devices are adopted to improve the language of the public school pupils as well as of the Normal School students. In acquiring a larger vocabulary, adjective matches are used to obtain a stock of descriptive words. Ladders of adjectives are built, but these adjectives must be used intelligently. It is in the precise use of adjectives that the child shows the superiority in language and definiteness in his statements. In studying the character of a person or the exterior of a building the teacher would put about thirty adjectives upon the blackboard and the pupils must write a composition and select the appropriate adjectives. In this way the child appropriates the word and it becomes an active member of his vocabulary. The children are induced in writing letters to act as reporters, to represent the thoughts of different characters in a book they have read, to explain how things are constructed, to exchange letters from different grades, especially in the lower grades. The best pupils and the best compositions did not receive all the commendations, but improvement charts were kept that rewarded the progress of pupils who were doing well and could not attain any eminence in the class list.

Simultaneous Answering

Simultaneous answering may be heard occasionally in the classes in the United States. It is not the result of lax methods in the recitation. The teachers feel that it may be made a profitable adjunct to the instruction. After the multiplication table or the tables of measures and weights have been taught they may be drilled into the memory by repetition in concert. The teachers in the Speyer School use this method on such occasions. This school has become the recognized experimental educational station of America and results are tested by methods like the Courtis tests, and these results will be published.

In New Haven and in Baltimore the reading lesson is given in concert when the lesson has been studied carefully and individually. The teacher observes all deviations from the general tone and spirit just as the leader of an orchestra de-



NORMAL SCHOOL, PROVIDENCE, RHODE ISLAND

fects any imperfect harmonies in his chorus. The pupils learn pitch, quality, time and grouping by the subtle contagion of this concerted recitation.

These teachers are fully aware of the dangers that encompass simultaneous answers. These injuries come usually to the inexperienced teacher who cannot use this method with judgment. It may, however, become an effective means of instruction by the skilful teacher.

Children's Reading

Serious investigation has been made in the Public Schools of Providence, R.I., into the character of the books that the boys and girls of the city are reading. The child to-day does not have the same quiet life that his forefathers enjoyed. He is surrounded by many disturbing influences, as picture shows, long automobile trips and strange inventions of entertainment. These conditions prevent much reading and affect the character of the books that the pupil reads. The home rarely helps him to decide between stories of Jesse James and of Robin Hood. It was found that girls read boys' stories rather than girls' stories. Boys' stories are more genuine, have heroic qualities and less inane moralizing.

The schools of Providence in conjunction with the public library are making a united effort to supply the young people with books written in good English, true to life, sound in ethical standards and interesting. These books should not create any desire for extravagance, clothes, money, leisure or getting rich too quickly, but should be sane and wholesome for young people.

Public Libraries

The public library and the public school have been brought into very close relationship in the State of Rhode Island by the aid of the Superintendent of Education, Dr. Ranger. The libraries of the state are under the direct control of the Department of Education, and are made most effective agencies in the work of education.

Pensions for Teachers

In Rhode Island also is found one of the most generous pension schemes for teachers. There are no dues from the teachers for this pension. All participate so there is no feeling of charity. After thirty-five years of experience the teacher may draw a pension equal to one-half of his average salary for the past five years. It must, however, not exceed \$500 and the last ten years of teaching must have been passed in Rhode Island schools. This provision gives great stability to the profession. Teachers do not migrate for slight increases in salary. Teachers are not worrying about a competence for old age and are enabled to buy books, to attend summer schools, to take trips to Europe, and these educative influences repay the outlay, as there has been great improvement in the spirit and zeal of the teacher who has not to confine himself to a narrow experience to have security for old age.

This state has been most generous in educational expenditure. The enclosed cut shows this handsome school in Providence with a view of the State Capitol. The students of the Normal School receive mileage, free text-books, pens, paper, note-books.

Teachers' Reading Course

In Maryland the Teachers' Reading Course is followed in a systematic manner. One book is read intensively each year. For 1913-14 it is "What Children Study

and Why," by Chas. B. Gilbert. The teacher can take his choice of one of the following books. History—"The Colonial Period," by Andrews, Henry Holt & Co., 45c. Literature—"Masters of Literature," by Gwynn, Macmillan & Co., 90c., and Science—"Constructive Rural Sociology," by Gillette, Sturgis & Walton Co., New York, \$1.25. In the first book the State Superintendent plans with the county superintendent a course of study that ensures careful reading.

Dormitory Systems

The Dormitory System is adopted in Harrisonburg, Va., Millersville, Pa., and in Bridgewater, Mass. These schools with their beautiful lawns, parks and college buildings give one an impression of refining influences for the resident student. These schools are situated in small towns. In Harrisonburg, which has a new school, most extensive grounds of over forty acres are being laid out in schools, dormitories and teachers' residences. The new Normal School of Maryland will be situated on a campus of 70 acres. In Millersville, Pa., one of the oldest Normal Schools in America, is a monument to the student volunteers who fell in the Civil War. The ivy-grown walls remind one of English Colleges. In Bridgewater, Mass., the grounds are historic. The stately trees seem as ancestral as the institution where the principal has succeeded his venerable father, Dr. Boyden. The land in this town was first taken up by Miles Standish, and Bridgewater, Mass., which is only a short distance from Boston, reminds one to-day of Pilgrim Fathers, Puritanism and Colonial conditions.

These schools although imparting the atmosphere of antiquity are not behind the times. The methods of the class-room are as modern as can be found.

Lantern Slides for Moral Instruction

In Baltimore we met Milton Fairchild who has an excellent collection of slides or photographs from real life taken in the United States, Canada and England. The purpose is moral. It is a means of reinforcing the lesson of morality in the school. It will assist the teacher of morals in History, Literature and incidental instruction. It has been felt that character has been left much to chance, as the Bible may not be used for moral lessons. These photographs were taken by Mr. Fairchild himself of the actions, noble and otherwise, of pupils of the schools in different countries. They have been taken at great expense and patience. They exhibit gentlemanliness in sport, honesty, perseverance. There is nothing suggestive of lewdness in these pictures. Mr. Fairchild is highly recommended by leading educators like Dean Yocum of the Faculty of Education in the University of Pennsylvania. We were unable to see these pictures as we could not wait, but it would be worth the experiment to bring Mr. Fairchild to give an exhibition lecture in Canada.

VI. REPORT OF S. SILCOX, B.A., D.Paed.,**PRINCIPAL, NORMAL SCHOOL, STRATFORD**

In company with Dr. Morgan and Mr. Radcliffe, I spent two weeks visiting Normal Schools in the Eastern and Middle States. We were, however, not always at the same school, as it was thought advisable to see as many schools as possible and depend upon one another's reports for an understanding of those which we did not visit.

My own visit included Washington Normal School; The Teachers' College connected with the Washington University; Maryland State Normal at Baltimore; West Chester, Penn.; Montclair, N.J., Teachers' College, Columbia University including the Speyer School and the Horace Mann School, Westfield, Mass.; Boston Normal School, and Fredonia, N.Y. In addition to these I spent half a day in the Batavia public schools, in order to examine into the working of the famous "Batavia System." Instead of giving a detailed account of each school visited, I shall try to give a general outline of the impressions received of the Normal School work as a whole, under selected topics.

Buildings

All the schools visited, except Baltimore, are housed in magnificent buildings, spacious and modern in every way. Baltimore will have a new building in a year or two. The buildings cost from \$150,000 up. In some cases, as at West Chester, there are separate buildings for the library and practice school. Usually their grounds are extensive, providing ample area for outdoor games, while, at the same time, their gymnasias are large and well equipped. At Fredonia, for example, the gymnasium is as large as the Assembly Room in our new Normal schools and has a good gallery all around it for visitors.

Again, in nearly every school, the students are housed in dormitories where they are much more comfortable than they can possibly be in private boarding houses. At West Chester I had lunch in the dining-room with between seven and eight hundred students. The management of the dormitories, including the dining-room, is a problem of considerable magnitude, yet it should form a valuable training in itself that our conditions fail to provide. Sometimes the practice schools are housed in the Normal building, in whole or in part, as at Baltimore, Washington, Westfield, and Fredonia. In other places the practice schools are in separate buildings near at hand, as at Boston and West Chester, while at Montclair the students are distributed for practice through the schools of the State as near their own homes as possible.

Staffs and Students

More than half the teachers on the Normal School staffs are women, frequently being greatly in the majority as at Montclair and Baltimore, while in Washington not a single member of the staff is of the male sex. As there was only one male student in this school in a class of one hundred and fifty, the absence of male teachers did not seem inappropriate. In a staff of eighteen at Montclair only four are men, and there are not thirty male students in a class of nearly five hundred. It is not difficult to predict the situation in the schools twenty-five years from now.

Standard of Admission

The standard of admission to all the schools visited, both in 1912 in the west, and in 1913 in the east, is a four-year High School course in an approved school, the certificate of the Principal being accepted without question, but the student is admitted on provision that she is able to do the Normal School work satisfactorily. Many students drop out before completing their course, but few are



WASHINGTON NORMAL SCHOOL

dismissed because of incompetence. Female students must be sixteen years of age and male students seventeen before being admitted. The course for such pupils is invariably two years, so that the minimum age for graduation is eighteen and nineteen years respectively. Actually it is usually above this a year or more.

When students do not come from approved schools or have not been able to secure certificates, they are admitted by writing on a test examination or by special permission of the Principal. The papers for this test are not as difficult as those set for our September Normal Entrance, and I was told that most of the candidates presenting themselves for this examination pass. On the whole, therefore, it is

apparent that the standard of admission is lower than in Ontario as very few of our students finish their High School course in four years. In the present class of 183 students in Stratford Normal only 118 finished their High School course in four years, 57 took five years and 11 six years. Further, they will be older on graduation by nearly a year than the average graduate of the schools of the United States. Thus, although our training course is only half the length of theirs, our graduates may be as well prepared, especially from an academic point of view. There is, of course, an advantage in their schools in having two years spent in a training atmosphere. The first year prepares them for doing effectual work the second year, and their students obtain much more practice than we can possibly give.



NORMAL SCHOOL, WESTFIELD, MASS.

None of the schools visited this year are giving any special attention to training for rural schools. Most of the Principals frankly stated that most of their graduates went into urban schools and that the rural schools were manned with untrained teachers. One educator stated that in his state not more than 35 per cent. of the teachers in the rural schools were Normal graduates and that some of the untrained teachers had only completed the sixth grade in the public schools. This would correspond to our Senior Third class. It is unnecessary to state how much Ontario's rural teachers are ahead of those in that state, which shall not be named here, and it is quite evident that no State of the Union has as high a percentage of trained teachers in their rural schools as Ontario.

The most interesting hours of my visit were spent in the class room observing the regular lessons of the school. Several impressions were carried away as a

result of these observations. The first is, that their teachers are thoroughly well prepared for their work, and are keeping well abreast with the latest advances in teacher training. The second is that their students are much more ready to take part in class discussions than ours are. In this regard, at least, their students excel ours and their answers indicate careful and accurate thought. A third impression is that there is more independent work done by the United States students than by Canadian students. The teachers assign work at the close of each recitation that requires considerable research in preparing; that is, they do not confine their study to the pages of a single text but gather information from other sources. When they return to the class the next day, they tell what they have learned and do it very well indeed. The best work that I saw in this line was at Montclair, N.J., at Westfield, Mass., and at West Chester, Penn. The success of such work depends in great measure upon the judicious use of the library, the laboratory, and to a great extent upon well directed observation. These three lines of work are well developed in most of the schools visited.

Practice Teaching and Supervision

All the United States schools visited excel in their practical work. Keeping in mind that the Normal School is a training school, the Principals place great emphasis upon the observation and practice teaching. The minimum number of periods devoted to observation and to practice teaching is fifty each, while in some schools, notably at Fredonia, N.Y., the maximum of three hundred each is attempted. The large number of lessons is secured by placing the teacher-in-training in charge of a class for a whole half day or more. The teachers-in-training spend a longer time in each room than our students do. As a rule they remain in one room for four or five weeks before going on to another room. The plan followed in the Western States of leaving a student in one room for three months has not been adopted in Eastern schools at all, but in some schools, *e.g.*, Westfield, they remain as long as nine weeks with one teacher. Neither do they limit the teachers-in-training to one subject as they do in the west, but give them practice in several subjects if not in all. In West Chester lessons in only six subjects, arithmetic, reading, geography, spelling, language and nature study, are assigned to the teachers-in-training. The Normal School masters discuss methods in the other subjects in the lecture rooms and illustrate their methods, although such illustrative lessons are more frequently taught by the critic teachers than by the Normal masters. As one supervisor of practice teaching expressed it, "It is not necessary for me to teach, as I can get it done so much better by the regular class teacher who knows exactly what I want."

The usual custom is for the Principal to devote much time to supervision of practice teaching and to have two or three other Normal teachers whose chief duty is to supervise the teaching. For example, at Montclair, N.J., the Principal, Dr. Chapin, spends one day a week in the practice schools, and two other teachers, Miss Dowdell and Miss Billings, spend two days a week each in them. In addition to her work as supervisor of practice teaching Miss Dowdell teaches kindergarten work in the Normal School and Miss Billings is an instructor in pedagogy and in methods. The regular critic teachers in the practice schools also spend much time with the teachers-in-training preparing the lessons for the following day and in criticizing the teaching done. They must do this work faithfully or their classes would suffer, since they are almost entirely taught by the students. Our critic teachers would be greatly alarmed for the progress of their classes if

they had to hand them over to our students for a whole half day. What would they think of having them taught all the time by students?

Courses of Study in Practice Schools

We may assume that the course of study followed in the practice schools represents the most advanced thought in this direction in the United States, and a consideration of their special features ought to be interesting and valuable. In my opinion the special features are:



A NATURE STUDY LESSON
WASHINGTON NORMAL SCHOOL

(a) The classes are much smaller than in Ontario. The number of pupils varies from 16 to 30, seldom exceeding the latter.

(b) Number work in the primary is almost entirely incidental. The subject, arithmetic, does not appear on their primary time-tables.

(c) Spelling is taught incidentally in the lower grades and does not take as much time as is usually allotted to it in Ontario schools.

(d) The time devoted to arithmetic in the higher classes seldom exceeds 35 minutes daily. All unnecessary arithmetical facts are excluded from the course of study. Problems are tersely stated and solutions are made as brief as possible.

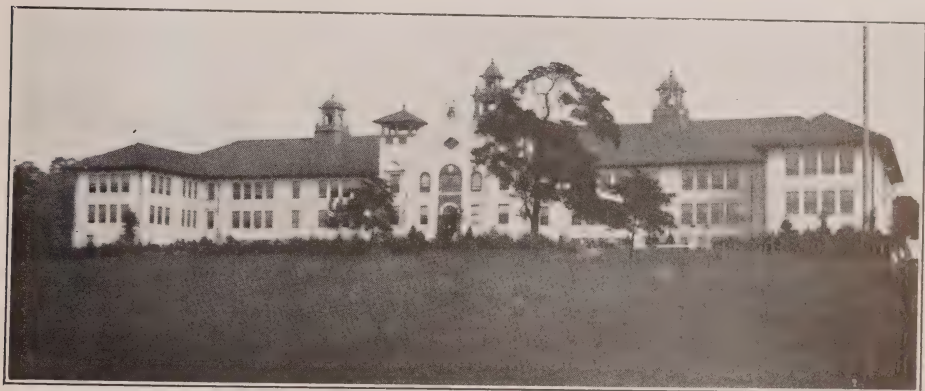
(e) There are few, if any, special teachers in these schools. The regular teacher is expected to teach every subject, including art, writing and music. It is significant that a special commission on educational practice in New York recently recommended that all supervisors in special subjects should be dismissed and that the regular teacher should teach all the subjects in the course of study.

(f) More stress is placed on English than on any other subject, but all subjects receive attention.

(g) Promotions depend almost entirely upon the work done from day to day not upon the results of a final examination.

(h) There is no strict line of demarcation between the elementary and the high school work. The course of study provides for twelve years' work, four of which are considered to be high school work.

(i) The time spent in school each day is shorter than in Ontario schools. Primary classes are dismissed at noon, and the highest classes before 3.30 p.m.



NORMAL SCHOOL, MONTCLAIR, N.J.

Special Features

Classes in public speaking are conducted at West Chester. Another phase of this work is story telling and reciting, which is made an important feature in Baltimore and in Westfield.

Physical training and school gardening are particularly well taught in Washington. There are only four grades in the practice school at Washington and they have frequent lessons out doors in both these subjects. The climate is, of course, favourable for this the year round. Another important feature at Washington is the alternation of training and teaching by the Normal students. They spend six weeks in lectures, then six weeks in practice teaching, alternating throughout the second year.

The chemistry course in Westfield is purely vocational. The pupils do excellent practical work testing milk, candy, wall paper, etc., for impurities and poisons. The work is intended to bear directly upon health. The teacher, Professor Alleyn, said that the girls would spend six hours a day in the laboratories because they were intensely interested in the work. He had to urge them not to spend so much time on this subject.

The most interesting art work was seen at Westfield, the class being in charge of Mr. Montè, who believes that all work in art should have an application to something of a more or less practical nature. Thus all his work in the school had in view the use of the product in some other line of the student's work, particularly in manual training and household science. Mr. Montè thought that the art teacher should be a leader in decorating the school and other public buildings and in all civic improvement, such as beautifying the city streets and parks. Mr. Montè supervised the decoration of the Westfield Normal School, and the superior nature of the decorations is evidence of the truth of his claim. Their assembly room, with its well-chosen and well-framed pictures, was a very beautiful room. In this connection, I may say that I did not see in any school visited as fine a collection of pictures and paintings as each of the seven Normal Schools in Ontario now has.

VII. REPORT OF J. F. WHITE, LL.D.,

PRINCIPAL, OTTAWA NORMAL SCHOOL

The schools visited are in the middle west, lying between Detroit on the east and St. Louis on the west. The following report deals with some special features rather than with details of each school visited.

Chicago Schools

Child Study

In Chicago there is a special department of child study and educational research, for the specific purpose of making careful study of those children who through physical, mental, or moral defects present serious difficulty to the school. Last year there were examined 2,416 cases. Of these the largest number (744) suffered from constitutional depletion, nervous disorders, or physical defects. Then there were 486 truants or incorrigibles, and 403 sub-normals, while moral delinquents or mental aberrants numbered 207. Usually these cases were reported by the principal or the teacher of the school, or else by the parents. For crippled or deformed children special furniture is provided, and at times free transportation to and from school. There are special classes for blind or deaf children, while those afflicted with tuberculosis are in charge of the Municipal Tuberculosis Sanitarium, or else the Tuberculosis Institute.

There are special provisions for anæmic children, who are kept rigidly apart from those suffering from pronounced tuberculosis. The former are in many cases housed either on the roof or else in rooms with windows constantly open. Not only are they kept in fresh air and given periods of absolute rest, but as well they are provided with suitable food, served in some cases three times a day. When resting they lie warmly covered on cots in rooms of low temperature. Experience shows the advantage of open-windowed rooms over roof structures, especially when the roofs of public buildings other than schools are thus used. Several philanthropic societies assist in bearing the additional cost of these classes. Teachers volunteer for this work, and they do not receive extra salary therefor. There is daily physical examination of all children in these classes, and the whole routine is dictated by the object of improving the bodily conditions. Yet in but few cases has it been necessary to intermit the regular school work, which is not seriously disturbed by the lowness of the temperature in which it is carried on.

The summer classes for such children were held at times in tents or again in buildings. Whenever possible these were near the parks or playgrounds, so that the children might have the benefit of the grassy lawns, trees, and flowers, together with fresh air and sunshine. Here also the regular regimen of three meals, baths, and restful sleep was maintained.

Review Classes

One branch of the Vacation Schools is for the special purpose of aiding pupils who, through illness or other cause, have fallen behind their grade. Usually the work is with individuals, not with a class; the intention is that each child shall be aided only in those subjects through failure in which he was debarred from regular promotion. A teacher gives each pupil at the close a certificate stating the extent and the success of the work done. It is found on the reopening in September that the great majority of those pupils who were given satisfactory certificates are qualified for advancement. In this way they have saved a year and have not been discouraged because of failure to go on with their class-mates. These vacation schools exist also for pupils of high-school grades, and they appear to be growing in favour both with the people and with the school authorities.

German in the Elementary Schools

In the public schools of Chicago and Cincinnati German often finds a place on the programme. In Chicago this subject may be introduced into any school on the petition of at least fifty parents. Ordinarily one-half hour a day is given to this language, the teaching being chiefly by the direct or *viva-voce* method. There has been considerable difficulty in securing the services of teachers well qualified to carry on the work, but now there is a German Department in the Normal College. This language is not confined to children of German parentage, but it finds favour with many whose parents are English-speaking. At present it is taken in 85 schools by 13,300 children, and it shows a steady gain in recent years.

The German population is relatively large in Cincinnati, and here more time is given to this study, especially in those parts inhabited largely by Germans. In some schools the afternoon is devoted to German and to various branches of art or manual training. At times a teacher of German parentage is employed to give all her time to the teaching of this language in several classes of one school. German reading books are provided for the classes, though much of the work is done orally. Children who do not desire to take this subject are provided with other work.

Social Centres

The use of the schools as social centres is noteworthy in the case of Chicago. The first step in this direction was taken some years ago when a committee was sent to schools in the east and central west. It was to investigate and report upon the action and the attitude of school authorities as to the enlargement of the scope of school activities and the more extended use of the school property. The report of this committee showed that where this movement had taken hold it was the general opinion that the opening of the school assembly halls and gymnasiums for other than strictly school purposes was a most desirable movement, if indeed it were not absolutely needful in the ideal scheme of education. They found that the use of this plant outside of school hours by the parents and other adults, as well as by the children, for social and educational purposes, when under proper supervision, has been of great advantage. The child has been kept from the vicious

influences of the street, and parents have become more interested in the school life of their children. Through lectures and debates the adults have not only been educated as to their social duties and relations, but have united the interests of the general public with the interests of the schools.

In consequence, the report of this investigating committee recommended that "all encouragement to use the school buildings be given to parents' associations and to organizations aiming to secure the physical, social and moral uplift of the child or of the adult." Accordingly permission may be given to any such reputable organization to use the assembly halls, the gymnasiums, and even the class-rooms for meetings and lectures. In the autumn of 1910 the board appropriated ten thousand dollars (\$10,000) for the opening and maintenance of this department for one year, using at first nine centres. Since that time the development of the service has called for the use of about three times the original number of centres, and for increased expenditure for the development of new lines of activity. For each centre there is a principal, aided by a corps of assistants numerous enough to provide for an effective organization, and for proper supervision of all lines of activity. In the opinion of the committee in charge, local autonomy has proved more successful than would any attempt at strict uniformity. It is found that certain changes in the buildings and equipment would be of great assistance in this work. It has led to the inclusion in new buildings of assembly halls capable of seating from seven hundred to fifteen hundred persons. Instead of being restricted in scope by fixed furniture, the class-rooms can, through movable desks and seats, be used for group exercises, for sewing, for games or dancing, or for other social purposes. From the first, reading rooms were opened, wherein was provided a supply of papers, magazines, and books. Here the Public Library lent its aid, so that in comfortable, well-lighted rooms the young people found at their command good, wholesome literature.

Then music was always a very attractive feature. Singing clubs were organized, and in these appeal was made, not chiefly to musical technique, but rather to spontaniety, which is essential to the real enjoyment of music. In some centres orchestras were formed, which are doing very creditable work. In the various centres dramatic societies were organized, and these are reported to be helpful and popular. An exchange of dramatic entertainments among different centres was found of value. The reports show this to be one of the most promising of the several activities comprised in the movement. But ordinarily the favourite form of activity centred in the gymnasium, which usually was filled every evening. Basket ball and other games were popular, the younger groups enjoying the folk-dance, while the elders made use of the apparatus for exercising.

Through the co-operation of some film manufacturers it was found possible to include moving pictures as part of the usual programme. Though this experiment proved the value of this educational aid, it at the same time drew the attention of the manufacturers to the demand for material of a higher class—one more distinctively educational. In some schools there has been installed permanent equipment for this purpose, yet there is still the obstacle of expense in the rental or the purchase of films.

It would appear that this movement has passed the stage of mere experimentation and that it is likely to be a permanent feature of the school system, though perhaps its present features may be somewhat modified. It is an indication that the school is destined to provide for the community an enlarged and varied field of service.

Physical Education

Increased attention is being devoted to this aspect of school work, especially since practical examinations have shown conclusively that the present systems of training are inadequate. The superintendent of this department is not clear whether it is that work in the gymnasium fails to give the advantages that would come from exercise in the open air, or whether the sitting posture, kept for a long time, tends to spinal curvature and general weakness in the trunk. But it is evident that a large number of children are physically ill-developed. Despite all the games, gymnastics, and calisthenics, with dancing and athletic sports, common from the kindergarten upward, but few reach the age of twenty with erect and supple spine, and with a power of endurance that makes a walk of two or three miles a real pleasure.

Last year there was offered a prize to that High School whose entire student body should excel in marching outdoors one-half mile in fairly quick time. "The large percentage of narrow chests, round shoulders and bent backs among the 600 boys was startling. In the majority of schools the girls presented an excellent carriage of the trunk, though there were many round backs. Their chief difficulty lay in the step, due in large measure to high heels." This test proved the futility of the belief that a few minutes each week given to physical training will overcome all bodily weaknesses. Instead it indicates that time, interest, and training are required for the right development of the muscular system and for ensuring the correct poise in sitting, standing, or walking. Accordingly there is advocated an extension of open-air games and exercises, with insistence on better ventilation in the gymnasiums, and especially on more careful supervision in the regular classrooms.

In this connection it may be pointed out that each applicant for admission to the Normal School undergoes a searching physical examination, by women physicians in the case of women students. There is another similar examination just before graduation. Moreover the Board requires a careful physical examination in the case of all new teachers, or even of old teachers reappointed after an absence from service. The head of the department reports thus: "A direct educational benefit was conferred upon the candidates by revealing to them weaknesses or unsuspected physical defects, which were subsequently overcome by following out suggestions and advice offered. Not a few High School students, on learning of the physical requirements, chose some less exacting occupation, or else took active measures to qualify themselves for passing the test."

St. Louis Schools

The schools in St. Louis were organized along very definite lines by the late Commissioner of Public Education, Dr. W. T. Harris. In several respects the organization is stricter than in most city school systems. The course of study for each year is divided into four parts, and examinations test at the close of each quarter the child's fitness for promotion. St. Louis was the home of the Kindergarten, and recently it was the scene of a new experiment in this line. The State laws have forbidden public moneys to be spent for the education of persons under six or over twenty years of age. In consequence, children did not reach the primary grade until seven years of age, and they did not commonly enter High School until fifteen. The result of this was that over seventy per cent. of the children left the primary school before they had reached the sixth year or grade.

About six years ago the experiment was made in twenty-five or thirty schools of bringing back in the afternoon about thirty of the most advanced kindergarten children. The services of one of the kindergarten teachers and of one of the primary teachers were called into requisition, the kindergarten teacher taking language, music, and games with the primary pupils, while the primary teacher taught reading, writing, spelling, and number to the kindergartners. The results as stated by the supervisors have been very satisfactory. Some of the brightest children did the work both of kindergarten and first grade within one year, while many others gained one-half year. Nor did their progress stop when they were promoted to the second or third grades. One of the supervisors thus reports:

"The impetus given them while in the kindergarten-primary has carried them on, and they seem all the stronger and all the more eager for the work of the second and third grades because of their year in the combination work, and because of the fact that they have not needed to mark time."

By a recent amendment in the law the St. Louis schools may now admit children at five years of age. In consequence of this the kindergarten classes have become overcrowded so that this experiment is no longer being conducted. It is expected, however, that there will be definite and close co-operation between the kindergarten and the primary grades. The new buildings are so constructed that it will be possible to draft into the large kindergarten room classes from the primary grades for afternoon work. The services of the kindergarten teachers are also being continued for the full day instead of the usual one-half day period.

Schools for Sub-Normal Children

A notable feature of the St. Louis system is the series of schools for sub-normal children. At first these classes were conducted in the regular school building, but this arrangement was found undesirable, as it contrasted a small group of backward children with large numbers who were normal. Now separate buildings are used, and often these are private houses. The children here are freer, they appear happier, and are reported to work better. The first step in having children attend such a school is to have the principal report upon the case as that of a backward or sub-normal child. The individual is then examined by the supervisor of these special schools and by the supervisor of hygiene, who make reports thereon to the superintendent of instruction. Then the parents of the child are notified. No child is removed, however, from the regular school and from association with normal children unless it appears certain that he is being hindered and not helped by such association and environment. It is found that there are twice as many boys as girls in these special classes, but it is easier caring for such girls within the home, while boys are expected to earn their living outside. Reports show that about twenty per cent. of the graduates of such schools become self-supporting, yet practically all of these had been thought hopeless and likely to become a burden on the community. They had never learned to finish tasks, they lacked tenacity of purpose and joy in their work; but by patient, persistent direction in hand-work along simple lines they were led to feel that they could accomplish something, and they realized that effort was worth while, thus acquiring confidence and self-respect. The chief lines of work are manual and physical training, music, games, and gardening. Only sufficient of the regular school work is taken to enable the child to use it in connection with other lines of work. The one school of this kind I visited was directed by two women teachers, who were capable and enthusiastic, and the results appeared fully to justify this undertaking.

Harris Training College

This is a type of city Normal School requiring a two years' course. Formerly one year was given to apprentice teaching in the various city schools; now but one-half year is so used. For the last six months of the second year students return to college and take up courses in child study and psychology; they further review methods in teaching the various subjects. The principal reports that this change has been of considerable benefit. In five years, from 1906 inclusive, there were graduated 452 students of whom 323 are still teaching, and 86 acting as occasional substitutes. It is found inexpedient to have students required to wait some years before receiving appointment to the staff of the city schools. The college has, therefore, to take one of two courses—either to weed out a greater number of the weaker students, or else to raise the requirements for entrance. The reports show that from sixty to ninety-one per cent. of the various classes enrolled have been successful in passing. This means a larger percentage of failure than in the case of our own training schools.

A noteworthy feature is the extension department of this school, organized in 1905. On an average there are two yearly sessions, and up to the present over 170 courses have been given, chiefly by the college faculty, though some are by noted educationists from outside. Many of these courses are purely cultural, though others bear directly upon the work of the school. They have been attended in goodly numbers not only by graduates of the school but by others—teachers not only from St. Louis but from the neighbouring towns and cities. Some of the lectures are given on Saturdays or after school hours.

Graduates of Harris Training College are given the standing of third year students at Washington University, thus inducing a considerable number to continue their studies and take out their degrees. This raises the question whether graduates of Normal Schools in Ontario could be given any credit for their work in case they desired to take a university course.

In connection with one of the high schools for coloured pupils there is a Normal Department for training coloured teachers. One course given in this school is for young men training to be chauffeurs. The board purchased a high-grade automobile, and instruction and practice in using this are given after school hours and on Saturdays. It was the only place in which I found instruction in this line offered in connection with regular school work.

Inducing Attendance at High Schools

Admission to high schools is on the certificate of the principal of the public schools. Certain of the high schools desiring to secure as large an attendance as possible have held receptions for the children of the eighth grade and for their parents. At these receptions the various courses given in the school were fully explained, together with the nature of the work and the benefits that would arise from following the course. The different rooms of the high school were thrown open and the work carried on therein clearly explained. It is reported that these receptions have been largely attended by parents and by pupils, and that they established cordial relations between the public and the high schools, resulting in increased attendance.

Keeping Pupils in School

With the object of preventing large numbers of pupils leaving before they have gone through the grades an experiment has been undertaken by one of the
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masters of Harris College. A class of boys was taken to visit various industrial establishments in the city. In some cases the boys were permitted to select those they desired to inspect. The aim was to have them reach a general appreciation of the industry, and particularly to understand the relation of industries to the whole community life. The progress made in any particular industry since its beginning was noted and discussed. The sources of raw material, the various processes required, and the destination of the finished product were made subjects of particular study. The appreciation of the relative positions of the labourer and the employer also received attention. Salaries and wages, the kinds of employment, the preparation necessary for a boy to make in order to secure the most rapid advance in an industry, the possibilities of its future development, etc., were all clearly dealt with. Geography and history, sociology and economics were thus brought in a simple way to the attention of all the members of the class. Dr. Payne thus speaks of the results:—

“The interest in the study has been keen, and the effort put forth on the part of the boys to continue the study has indicated a genuine interest on their part. At the same time special study and reports have been undertaken and worked out voluntarily by the boys with such zeal as to be inspiring.”

There has also been some attempt to direct the future of the child by bringing before him when in school definite knowledge of the different occupations awaiting him. To take this work up effectively there must be well-organized investigation, the reports of which could be intelligibly presented to the principals of the schools and to the teachers, that they might finally reach both parents and pupils. Yet it is felt that the schools could fulfill a most important obligation to the community if they could offer such information and counsel as might lead children to make a wise choice of their future life work.

But here, as in New England States, the enquiry into the causes of pupils' leaving school at an early age has shown that usually the child himself has been responsible. The home desires him to remain in school, and commonly objects when he seeks to enter employment at an early age. Though the responsibility of the school for holding the child until he is better prepared is very great, still the complaint levelled against the teacher is not always justified. It is rather the subjects taught and the ways of teaching them, in addition to the large numbers under any one teacher, that must be held accountable for the yearly loss in primary education. The school should be able to establish more clearly the real benefit to the child from remaining in school until sixteen, rather than leaving at the early age of twelve or thirteen. In the latter case only the most unskilled employment is open to him, and his earning power must be greatly restricted. It has been suggested that parents should be more fully informed of the opportunities offered by particular schools—trade and technical schools, night schools, etc. These opportunities are not always known even to intelligent people. In some cases children who are not attracted by the literary work of the schools might be held when practical work is provided. A careful consideration of the bearing of much of the school work upon the child's future career should receive greater attention in the elementary school.

Rural Schools

The one-teacher rural school is typical of a primitive social order in which each individual was a jack-of-all-trades. It came first in the order of development, while the graded system followed as an outgrowth and improvement. In

many places the strong, well-attended school of forty years ago has decayed, owing largely to the movement of people cityward.

When country people desire to secure for their children more than the rudimentary education offered in the rural school, they must either send them away to an urban centre, or else the whole family moves to town "to educate the children." In the former case the farmer supports two sets of schools at a greatly increased personal outlay. In the latter it is evident that the rural community suffers when its energetic, ambitious leaders are compelled to leave it. The rural school of the future must remedy this serious weakness.

It should have a comfortable, sanitary, attractive building where country children may enjoy the conveniences and advantages usually found in urban centres. A suitably graded school, owing to the size, dignity, and attractiveness of the building, would undoubtedly exert a strong social uplift, impossible in the case of the mean-looking buildings now often found. The consolidated school might easily become a centre for lectures, concerts, and social gatherings. Educationally it would offer to the child of the farmer all the advantages now enjoyed by the most favoured city children.

Illinois

The John Swaney School

This school was mentioned by the Committee on Industrial Education in Rural Schools as "affording the best example of public sentiment, private liberality, and wise organization, all combined, that the Committee was able to find in any consolidated district in the United States." At first it was intended to include five rural sections, but finally only three were included, as some land-owners were afraid of a consequent increase of taxes. Mr. Swaney deeded for a site twenty-four acres of land as a gift. The brick building cost \$15,000. It contains four good classrooms besides a library, teachers' room, a shop for manual training, a kitchen for domestic science, a basement playroom, cloak-rooms, indoor toilets, and a large assembly room. It has besides a water system and a gas plant. Two busses, starting about 7.45 a.m., convey children who live more than a mile and a half from the school. There is a seven-room cottage, under the care of a competent house-keeper, which provides suitable accommodation for the staff of five teachers. In addition there is a house for the janitor, who finds steady employment the year round in the school and on the grounds. The principal, who receives a salary of \$1,000 a year, takes the subjects of the High School course. Six acres of the ground serves as an experimental plot for High School students, while the children of the elementary school have an excellent garden. The High School is accredited to the State University and many of its pupils take a course in the College of Agriculture. Some of the leading farmers of the neighbourhood lend their aid by giving instruction in corn judging, in judging animals, etc. In connection with this school there are literary, musical, and dramatic societies, as well as a strong athletic association. Parents' conferences, musicals, social entertainments, and community gatherings of various kinds are held in the auditorium, and an annual lecture course is one of the most attractive features. Land in the neighbourhood has risen in value, and available farms are sought by the highest class of farmers.

Consolidated Schools

The Consolidated school had its origin in Massachusetts in 1869. Since that time consolidation has grown steadily in favour and it is no longer regarded as a

mere experiment. The latest reports show that about three-fourths of the whole number of states have adopted the plan to a greater or less extent. In Indiana this movement has made rapid progress in recent years. This is attributed to the following causes:

1. In that state the township is the unit of school organization, and the management of all the schools within the township is vested in but one school director, elected by the voters. This township trustee engages all the teachers, purchases all school supplies, directs the erection or improvement of all buildings—in a word, one man exercises, in regard to all the schools of the township, the powers exercised in Ontario by many local boards.

2. The township trustee may legally close any school having an average daily attendance not exceeding fifteen pupils; and he must discontinue and consolidate any school where the daily attendance does not exceed twelve. This provision caused the closing and consolidation some years ago of about one thousand weak schools.

3. The state law authorizes the employment of public funds for the transportation of children. Consolidation has been adopted more or less fully in eighty-two out of the ninety-two townships comprising the state. In Delaware County, according to the statistics for 1910, fifty-nine schools had been abandoned, seventy-nine busses were employed, and 1,464 children were thus conveyed daily to and from school. In six out of the fourteen consolidated schools of that county four-year high schools courses are maintained.

The three great advantages claimed for consolidation are:

1. It is the only way by which high school opportunities can be provided at their own homes for country children.

2. It ensures attendance large enough to afford social and cultural advantages through companionable association—a matter of great importance to every child.

3. It is the only plan for securing and retaining well-qualified teachers, for it makes possible a division of work, affording teachers both time and opportunity for properly teaching the various subjects.

The average annual cost per pupil, taking into account forty-five typical consolidated schools, was reckoned at \$33.83, and this included the outlay for high school training. In the Swaney school, already referred to, the annual expenditure was but \$27.16 a head. This would go to show that after the expense entailed by new buildings and equipment has been met, the annual cost per pupil is very moderate, especially for the higher grade of education provided. Taking the United States as a whole it is found that the annual expenditure per child in urban schools is \$33, while in rural communities it is but \$13. It can scarcely be expected that in education or in any other activity as good results can be obtained in certain places for one-third of what it costs in other places. The problem of rural education will be solved satisfactorily, not in urban schools, whose influences tend directly away from country life, but in a farm-school, improved and adapted to present needs.

The point of view of some who strongly advocate a reorganized rural school system is not primarily to make farmers through such means. They hold that people should be farmers from choice, not from necessity. But the laying of emphasis upon the right teaching of agriculture in all rural schools is advocated, first, because the basic experience of all farm children is agriculture, and through this they must interpret all other knowledge; secondly, because in agriculture there is contained perhaps the greatest racial inheritance of science and experience, with

which at least every country child should become familiar through study and practice. They advocate the giving to every boy, whatever calling he may desire to follow later, a suitable elementary education carried on in terms of his daily life, thus making agriculture and farm practice the starting point of elementary education, not necessarily its ultimate goal.

Wherever the consolidation movement has made headway the benefits of a county system instead of a local district system have become evident. Some of the advantages found in the county system of control are:

1. The waste of overlapping and the neglect of overlooking are alike prevented.

2. Cost and taxation are equalized, ensuring adequate financial support to every school.

3. The continuance or the establishment of weak, inferior schools is prevented.

4. Petty jealousies, fostered by limitations of narrow boundary limits, tend to disappear, and contentions over locating sites are avoided.

Special interest is attached to the consolidation of schools in Ohio and Indiana, since this often represents a general movement of entire counties and even of larger state areas in the direction of rural school improvement. The larger the area consolidated, the stronger the central school and the lower the per capita cost for equipment and maintenance. Besides, and this is of far greater importance, it is easier to carry on three or four years of high school studies and to introduce vocational work, such as agriculture and home economics. This movement has made most rapid advance in those states having a large unit, such as a township or a county, under centralized administration, rather than a separate board of trustees for every small section. Ohio and Indiana have these larger areas. As elsewhere noted Indiana has for each township but one trustee, elected for a term of four years, and allowed the modest recompense of two dollars a day when engaged on school business. Ohio has the township system, but with a board of three trustees, one retiring annually. The township clerk is ex-officio clerk of this board, but has no voice in its proceedings. Nor is the treasurer a member of the board. The whole township is therefore the unit for taxation; but the state levies also a direct tax which is distributed in proportion to school population.

Enrolment and Average Attendance in Some Consolidated Rural Schools

Name of School	Square miles of territory served by school	Number of pupils enrolled, Elementary and High School	Per cent. of enrolled pupils in daily attendance	Number of pupils transported	Per cent. of enrolled pupils receiving conveyance	Number of pupils enrolled in High School
New Richmond....	20	225	97.5	62	27.6	61
Wingate.....	22	230	98.1	91	39.6	60
Linden.....	28	290	98.0	85	29.3	60
Mace.....	16	135	98.9	66	49.0	46
Breaks.....	30	100	98.7	98	98.0	10
Newmarket.....	42	198	98.8	75	37.9	95
Smartsburg.....	10	88	97.7	55	62.5	15
Whitesville.....	11	90	96.1	43	47.8	7
Young's Chapel...	16	101	96.9	97	96.0	10
Gladdans Corner..	20	108	92.0	100	92.6	7
Romney.....	30	160	93.0	96	60.0	35
Wea.....	30	122	99.0	120	98.4	16
Vernon.....	25	162	82.1	159	98.0	23
Kinsman.....	25	230	95.0	170	74.0	52
Philopolis.....	12	142	85.0	94	66.2	42
Total.....	337	2,381	1,411	539
Average.....	22.46	158	95.12	94	55.12	35.9

The average attendance of 95.12 per cent. for these schools is one of the strongest arguments in favour of consolidation. It is evident that comfortable and regular conveyances, the companionship of numerous and congenial school-mates, attractive class-rooms, and efficient teaching possess greater persuasive powers than do truant officers. Quite commonly the enrolment is increased by the attendance of children who have passed the legal school age; while the high school course induces the attendance of many pupils who under other conditions could not or would not pursue secondary studies.

It is the usual experience, however, that consolidated schools are somewhat more expensive than the ungraded schools. This is accounted for by the better style of building, superior furniture and equipment, higher-salaried teachers, the conveyance of pupils, and especially by the cost of the high school course. Yet these communities appear to be quite content to bear the heavier tax, for they realize the advantages which the consolidated school offers.

In many districts the consolidated school serves as a social centre, for it has been found practicable to affiliate certain of the varied community interests therewith, to the general advantage. At times the school serves as a library to supply books to all the people of the township. Some schools conduct short courses for farmers, and hold yearly farmers' institutes. Not infrequently there are social or literary clubs for women, and for these instruction and lectures are given in literature or in home economics. Young people over school age have dramatic and literary organizations. Besides there are athletic and oratorical contests among neighbouring consolidated schools. It will be seen, therefore, that these schools offer educational opportunities of great value not only to young children but also to adults. It has been pointed out that usually we think of the rural schools as a merely local affair, having only a local interest. Yet its wider and more important service in regard to the moral, social, and industrial life of the whole community should receive far greater consideration.

The Training of Rural Teachers

In general the Normal School offers no special course for rural teachers, as not more than twelve or fifteen out of over two hundred state normal schools make such provision. Usually it is said that no special training is needed for the country teacher, since a good teacher will do well in any kind of school. Yet it must be acknowledged that in regard to organization and management the ungraded school has problems peculiar to itself. It is obvious that the daily programme of a town school with but one class is very different from that of a school with six or eight classes. Moreover, there is the question of considering, from the view point of country life and needs, the subjects taught. It cannot be doubted that the country teacher, having children of all ages to instruct and having a relatively short time to give to any one class, should be better prepared than the urban teacher, because the task of the former is more difficult.

Certain of the states in the middle west make provision either through courses in high schools or else through special county training-schools to prepare rural teachers for their difficult task. But it is felt that one great need of this class of teacher is a broader outlook on life and on the problems to be solved, and this outlook only the larger training-schools with their wider social and cultural opportunities are able to give.

In Terre Haute, Indiana, there is in connection with the Normal School a rural practice-school, about six miles distant, reached by electric car. Here all

senior students are obliged to teach for one week. But the building and equipment are ill-suited to present a good type of country school. Nor does there appear to be close enough connection between theory and practice.

At Athens, Ohio, there is a rural school of two rooms on the outskirts of the town. Here the physical conditions were much better, and the standard of work by the regular teachers appeared to be fair, though not marked by any degree of excellence. In this school the students had observation and some teaching; its relation to the Normal School was much closer than in the case of Terre Haute. It is, however, not a typical rural school, as it is practically within the town.

Normal, Illinois, gives what appears to be the most satisfactory course offered in any of the schools visited. A student preparing for work in rural schools may choose one of three courses: a one-year course for those having at least two years of high school training, or a two-year course for graduates of elementary schools, or else an advanced two-year course for students of regular normal standing. It is stated that "the chief criterion of all work in this department is its special adaptation to the needs of country schools." Accordingly the courses in school organization and management, in methods and observation, in sociology and economics, relate exclusively to rural schools and rural life. A Country Life Club is organized by the students of this department for the investigation and discussion of rural conditions and problems. There will be later one or more rural schools for observation and practice teaching. In addition there is a department of Country School Extension, organized along lines similar to that at Macombe, Illinois, to which reference was made in my report of last year. From time to time there are published for free distribution bulletins dealing with various aspects of country schools and country life. Speakers from the Normal School go into the country districts to lecture on various phases of school and community improvement. A part of their equipment is a stereopticon which may be used in any school, even where electric power is not available. The travelling expenses of these lecturers are borne by the communities requesting their services. Besides this, the department offers its services as a general bureau of information on all matters relating to country schools and country life. Moreover, it lends books dealing with these topics, and prepares exhibits which may be taken or sent to rural gatherings or to teachers' institutes. At some at least of these teachers' associations there is a special section devoted to rural school problems. At the meeting of the Southern Ohio Teachers' Association to be held at Athens on the day following our visit there the following list of topics was on the programme for discussion by those interested in rural schools:

1. The Rural High School.
2. The Teaching of Agriculture in Rural Schools.
3. Beautifying School Premises.
4. Manual Training in Rural Schools.
5. Centralization of Rural Schools.
6. Trained Teachers for Rural Schools.
7. The Rural School as a Social Centre.

Before the whole Association the State Superintendent was to speak on the "Supervision of Rural Schools."

A special agency for the elevation of rural schools and the improvement of rural conditions is "The Country Teachers' Association." of Illinois. Founded in the summer of 1907 with a membership of eighty it has since grown to a

membership of two thousand, including not only teachers, but also superintendents, trustees, and farmers. It has in view three important objects:

1. To awaken in Normal Schools a more effective and practical interest in the training of country teachers.

2. To dignify country teaching by raising the status of the teacher.

3. To effect a federation of all the states' forces with the rural forces, and especially to encourage harmony and united effort in the case of the school, the home, the farmers' institute, the Grange, the country church, and the good-roads association.

Training Schools and City Staffs

In St. Louis the Teachers' College conducts extension courses, chiefly for the city teachers. At present there are about twenty-five courses offered, and the enrolment is in round numbers 600. The subjects include academic and professional studies, together with several departments of art work. To receive the highest salary on the schedule of the various grades, teachers are required to have pursued successfully some post-graduate work after having obtained their first certificates of qualification. There is a like requirement in Chicago. From reports received this method has been satisfactory in preventing teachers stagnating when once a qualifying certificate has been secured.

In Cincinnati three of the chief teachers in the Teacher-training Department hold the position of Assistant Superintendents. In this capacity they regularly visit the various city schools and note the work done. If any teacher is falling behind he may be discharged on the report of one of these. When vacancies are to be filled these Assistant Superintendents are asked to submit names of the College graduates to a number somewhat in excess of the positions vacant. In practically all cases their recommendations are acted on. By this means the College and the public schools are brought into very important relationship.

In De Kalb the Superintendent of the city schools holds also an important position on the staff of the Normal School. In several places it was found that the relations between the training school and the public schools are intimate and important, and it would appear that this arrangement results in benefit to both.

Variety of Courses

Few if any of these training schools confine their activities to one fixed course, as is the case in Ontario. Several of them offer a wide choice of work, dependent on the student's academic standing and the end he has in view. This may best be illustrated by giving the courses of one of these schools, the Normal School at De Kalb being chosen for this purpose. It offers to students thirteen courses, leading to diplomas, as follows:—

1. A one-year course for College or Normal School graduates, not leading to a degree.

2. A two-year course for graduates of four-year high schools that are duly accredited. Graduates of four-year high schools that are partially accredited may make up the necessary conditions at the Normal School.

3. A three-year course for graduates of high schools having courses shorter than four years.

4. A four-year course, including classical training.

5. A four-year course for winners of township scholarships and other graduates of country schools.

6. A five-year course for graduates of country schools who desire to be teachers.

7. A two-year course to prepare teachers of domestic science for work in elementary schools.

8. A two-year course to prepare teachers of manual training for elementary schools.

9. A two-year course to prepare teachers of art for elementary schools.

10. A two-year course to prepare teachers of music for elementary schools.

11. A one-year course for college or university graduates, leading to the degree of Bachelor of Education.

12. A two-year course for Normal graduates, leading to the degree of Bachelor of Education.

13. A three-year course for departmental instruction.

In addition to the foregoing, special courses are provided for those who desire to teach in rural schools.

It is doubtful whether, with a somewhat small staff, a school can make satisfactory provision for work along so many different lines. Compared with the restricted Ontario system this other must lead to considerable dissipation of energy. Indeed, one is justified in saying that there appears to be in many of these schools considerable sauntering instead of hard work. The best results can come only through concentration of energy in a limited field of action.

VIII. THE REPORT OF D. WALKER, B.A.,

PRINCIPAL, PETERBOROUGH NORMAL SCHOOL

This report is based upon information secured from a visit to some of the Training Schools in Illinois, Missouri, Indiana and Ohio. These schools were:

The Chicago City Normal School.

The Chicago Elementary Training School.

The Illinois State Normal Schools at De Kalb, Normal, and Charleston.

The St. Louis Teachers' College.

The Indiana State Normal School at Terre Haute.

The Cincinnati Teachers' College connected with the University of Cincinnati, and

The State Normal College connected with Ohio University at Athens.

The chief purpose of all these institutions is the same—the training of students for ordinary and special fields in the teaching profession. They have practically the same standards for admission, and the requirements for graduation vary but little either in the subjects to be studied or in the work of observation and practice teaching. Such differences as do exist are found in the number of special courses offered, in the stress placed upon the courses and upon the several subjects, and in the provision made for the criticism, observation and practice of the teachers-in-training.

In such schools as the Chicago, and the St. Louis and Cincinnati Teachers' Colleges, which form and are maintained as a part of the local City school systems, the attendance and training are regulated by the local Boards of Education to meet the needs of their own particular teaching staffs.

The work done in the State Normal Schools is very similar to that in our own Provincial Training Schools, but there are several points of difference.

The requirements for admission to the regular course for teachers-in-training are practically the same as in Ontario, namely, high school graduation, but the course extends over a period of at least two years instead of one as with us. In our schools we offer but one course. In the State Normal Schools, in addition to the regular two-year course, programmes are arranged for one, three, four and five years. These schools also grant diplomas of qualification for three different grades of professional certificates corresponding to our Third, Second and First Class. Most of these schools also prepare teachers for both the public and high schools, teachers of special subjects in the public schools, and principals, supervisors and subject specialists for City schools.

Attendance at a State Normal School is not a compulsory requirement for teachers, consequently there is a good deal of latitude granted the student in the selection of his subjects, provided of course he does not wish to graduate. It would also appear, as a result of voluntary attendance, that the better positions are secured by the graduates, and that the majority of them find their way into the urban schools, thus making the training in the Normal School an urban problem and not as in Ontario a rural one. The effect must be disastrous for the rural schools. To meet the situation thus created there are admitted to the State Normal Schools graduates of the eighth grade of the public schools who may qualify for a country school in two years, and graduates of the tenth grade and also high school graduates who can receive diplomas for country schools in one year.

Summer courses are conducted at all the State Normals, and these have been very popular with the teachers if one may judge from the numbers registering. They are intended as a preparatory course for untrained teachers and as review courses for Normal School graduates. For the work done at these summer schools credit is given on the regular Normal School course.

The State University also accepts the Normal School diploma in lieu of part of the work leading to a degree. This is no doubt due to the emphasis placed upon academic training in the Normal Schools based upon the principle that the teacher must *know the subject* he intends to teach. The Teachers' College at Normal provides a programme for Normal School graduates and for College graduates by which, the former in two years and the latter in one year, will obtain the degree of Bachelor of Education. At Terre Haute, in addition to the regular Normal School courses offered, a College course for teachers is maintained, on completing which the teacher obtains the Degree of Bachelor of Arts.

Of the schools at Chicago, DeKalb, Normal and Terre Haute a report was made to the Department by the Normal School Principals who visited them last year. In the school at Charleston the state has provided ample facilities for efficient teacher training in a faculty of thirty-two members, a main building, an eight grade practice model school, just opened, a women's building, a forty-acre tract of land for athletics, gardening and agriculture, and in the additional opportunity for field observation offered by a small lake, a lily pond and a forest of six thousand trees close at hand.

The women's building furnishes a residence for one hundred students, and the building is found to be "a distinct value to the school not only as a means of establishing good standards of living but as a social centre of school life."

At this school the weekly holiday is taken on Monday and regular sessions are held on Saturday in order that teachers in the district may have the opportunity, if they wish, to attend and take some regular course to improve their qualifications in any of the academic branches or in pedagogy.

Text books are owned by the school and rented to the students at a nominal charge or the students may purchase the books at wholesale prices. There is also a well-equipped library. The use which the students make of the library is one of the characteristics of all the American training schools. In assigning class work it would appear to be the usual and regular practice for the masters to require the students to consult and read, in addition to the text books, certain definitely named passages from several other books found in the library. The student makes the prescribed preparation, and at the next class period makes his recitation first in a full discourse on the topic assigned and then in answering questions asked by the masters to make clear any points likely to need further explanation. In fact, it may be said that where the Ontario student answers in words, the American student expresses himself at least in paragraphs.

Debate and public speaking is a subject for special attention in all the schools, sometimes taken in connection with reading, but generally as a separate branch of study. At Chicago Normal School after lunch, which is served in the building, the students on regular days spend the remainder of the noon hour in the assembly hall, where a programme is provided by the different classes in turn. On the day of our visit the class in Physical Culture had charge and each of five lady students gave a fifteen-minute address of exceptional merit. Classes in debate were also observed at Normal and at St. Louis Teachers' College.

A course in agriculture is provided in the programme of most of the state normals, and, as previously stated, the most of them have land sufficient for the purpose. But it would appear that the course is as yet but a tentative one and confined to the class-room and the school garden plots. At Normal, the president informed us that he expected his school would specialize in dairying, using its ninety-acre farm for that purpose.

With a two-year course, as might be expected, liberal provision is made in the training schools for observation and practice teaching. In the State schools the scheme followed is fairly uniform. Teaching is taken on in the second year and each student selects, or is assigned, three subjects, one to be taught daily for a period of ten weeks in a primary grade, the second to be taught daily in an intermediate grade for the next ten weeks, and the third to be taught daily in one of the higher grades for a third period of ten weeks. The same critic teacher has charge of two or three class-rooms and holds weekly conferences with the pupil teachers for the discussion of the week's work. The critic teacher is thus brought into close contact with the student and feels a much greater personal interest in that student's progress than can be taken by our critic teachers who meet the student seldom oftener than for two lessons during the entire session.

At DeKalb continuous half-day teaching is required for two terms. If, however, the student shows marked proficiency she may select two subjects for study in lieu of one of the term's teaching.

At St. Louis Teachers' College the model school is used for observation purposes only. At the end of the first year the students are allotted to the different public schools in the city where they serve an apprenticeship of six months, the Principal of the school being required to give them an opportunity to teach in each of all the grades. At the close of this period of practice teaching the students return to the College for a further term's work chiefly in pedagogy.

In Cincinnati Teachers' College the teaching in the practice school is supervised solely by the College masters, and on being appointed to positions on the staff of the city schools the graduates are subject to the same supervision for one year after appointment.

At Terre Haute and Athens rural schools are provided for training purposes. The one at Terre Haute is about five miles from the town, but is conveniently situated on the line of an electric railroad. In the plain frame building, lighted by three small windows and a lamp, in the lack of modern equipment, and in the small bare unornamented hillside selected for a site, the school would seem to be a good type of the ordinary unpretentious district educational outfit. There was evidence of an attempt to carry on some school gardening, but the small plot had suffered from a summer's neglect. The most essential requisites, however, were to be found in a good library and in an exceptionally capable and efficient teacher, Normal trained. The State pays one-half of the expense of the up-keep of the school. Students preparing to teach in the rural districts teach here for four days and the school is used for this purpose all the year round.

The practice rural school at Athens is situated on the outskirts of the town and is not so typical of rural conditions. It may in some measure meet the requirements of a village or township centralized school. There are three rooms. The total up-keep is charged to the State University.

The city Normal Schools have been important factors not only in the training of the teachers for their duties in connection with the city school, but in offering every opportunity and encouragement for those teachers to supplement their academic and professional attainments. The Teachers' College at St. Louis offers post graduate extension courses at the College for city teachers which with an additional year at the State University will lead to a degree. In Cincinnati, most of the teachers in the public schools are graduates not only of the Teachers' College, but also of the City University. When the teacher has reached the maximum salary according to the regular schedule he will receive an increase over that maximum provided he has, during his term of service, taken one or more of the several extension courses offered teachers by the University.

In the public schools visited some points of interest were noted. Among the manual arts, printing is a favourite in the city schools. In the Chicago University Elementary School this was used to co-ordinate spelling, literature, composition and art. A school paper is published for which the different grades select or write the articles, the art pupils design the covers and supply the illustrations, and the printing class do the press work.

In the Cincinnati public schools instruction is given in German as well as in English—one-half day each and two teachers are employed.

In the Chicago Model School there are several classes for deaf and dumb under teachers specially selected rather than specially trained for the work.

In St. Louis the course of studies is so arranged as to make it as convenient as possible to give promotion at whatever time the pupil is ready for it. In each room there are always two grades with work five weeks apart. Promotions are made quarterly from grade to grade and half-yearly from room to room.

In the St. Louis schools also a three-year experiment was made to bring kindergarten and primary work into closer relation to each other. Until quite recently the school law prohibited the St. Louis Board from expending any of its funds for the instruction of children under six years of age. Hence children could not be admitted to the kindergarten until they were actually six years old. This led to a retarded advancement of a great many pupils who left school at fourteen, the end of the period of compulsory attendance. To remedy this an experiment was made in three kindergartens of a combined kindergarten primary programme. The kindergarten pupils were grouped in three divisions, and a

director, an assistant and primary teacher were placed in charge. The following shows the distribution of the work as carried on in one of the schools:

Primary	Director	Assistant
9.00—Morning Exercises	Gift, Div. II.....	Gift, Div. III.....
9.20—Reading and Spelling, Div. I....	Gift, Div. I.....	Occupation, Div. III.....
9.50—Reading and Spelling, Div. II...	Recess.....	Occupation, Div. II.....
10.25—Recess	Occupation, Div. I.....	Games.....
10.45—Reading and Writing, Div. III..	Language, Divs. II and III.....	Dismissal.....
11.15—.....	School Occupation, Div. I.....	Occupation, Div. I.....
11.35—Numbers, Div. I.....	Occupation, Div. I.....	School Occupation, Div. III.
11.50—.....	Recess.....	School Occupation, Div. II.
1.05—Reading and Numbers, Div. II..	Modelling, Drawing, Crayola.....	Divs. II and III.....
1.35—Reading and Numbers, Div. III..	Rhythmic exercises	
2.05—Recess.....		
2.20—Reading, Div. I.....		
2.55—Stories, Memory Gems.....		

At the end of the first year the teachers and supervisors and directors reported favourably of the scheme. In one school where the regular attendance numbered 47 it was found that 23 had completed a half year of regular kindergarten work and a quarter of a year of the first grade primary work and that 24 had completed the half year kindergarten work and seven weeks of the first grade work. The report of one of the kindergarten directors contains the following:

"The children have shown a degree of development certainly equal to, possibly greater than, that experience in my previous work."

A principal states: "I am very well pleased with the results of the combination. The scheme seems to be quite practicable and feasible and in my judgment is sound pedagogically."

A primary supervisor reports: "The quality of the work in reading is excellent. The number work is progressing nicely."

In the second year the experiment was tried in additional rooms and the results were even more satisfactory than in the first year.

The city superintendent reported that: "Two years of this work have carried its value beyond the point of question and all of an experimental nature that remains in it are the untried possibilities it offers."

In the third year the number of rooms was increased to thirty. This year, however, the kindergarten teachers had full charge of the pupils in the forenoons and the pupils returned in the afternoons for the combination kindergarten primary programme which was as formerly carried on by the primary teacher aided by the kindergarten director or assistant.

Again one of the primary supervisors reported: "The work of the kindergarten and first grade this year has been quite as good as last year and is in excellent condition. The half-day combination, new this year, which grew out of the success of the all-day combination of last year has also proved most successful."

In the meantime amendments were made to the school law and five-year-old children were admitted to the kindergarten. This in a measure effected the purpose for which the kindergarten primary experiment was made, namely, the saving of time in the pupils' school course, and it was apparently the opinion that for five-year-old children the kindergarten was sufficient and the result, at

present, is that in all but *five* schools the kindergarten work and primary work are carried on independently as formerly. We were given to understand, however, that the outcome of the experiment would be that at least for the advanced children in the kindergarten a combined programme would in the near future be prescribed and all the new school buildings are being so planned that such a programme may be carried out with as little inconvenience and loss of time as possible.

While in St. Louis, we took occasion to visit one of the schools in which sub-normal children are taught. The instruction is, of course, chiefly in the nature of manual training.

In the practice school at Athens, Ohio, a unique experiment is being made with the subject of writing. No formal instruction is given nor is any time allotted to the subject on the daily programme. Neatness and legibility only are required and each pupil is permitted to use the hand most natural to him—back, forward or vertical, angular or round. There is no attempt made to secure uniformity.

In addition to elementary schools, many of the institutions visited maintain High Schools. The courses of studies differ from those of Ontario schools chiefly in their multiplicity. Those offered by the University High School at Normal are interesting. By an Act of the Illinois State Legislature, township scholarships are created and the holders are entitled to free tuition for a four-year course at the State Normal School. Academic courses must, therefore, be provided for such students as do not intend to teach. For this purpose the student at Normal may choose one of five programmes of study: (1) Home Economics Programme (for girls), (2) Manual Training Programme, (3) Latin and German Programme (for students expecting to enter college), (4) General Programme, and (5) An Agricultural Programme.

Each programme is complete in itself and is to be taken in its entirety. That prescribed in agricultural science concludes this report:

—	Fall	Winter	Spring
1st year	Domestic Animals English Zoology Manual Training	Animal Production English Zoology Farm Arithmetic	Orchard & Garden English Botany Mechanical Drawing
2nd year	Farm Crops Mathematics Elementary Physics Botany	Soil Physics Mathematics Manual Training English	Crop Production Mathematics Physical Geography English
3rd year	Soil Fertility Chemistry Civics English History	Farm Bookkeeping Chemistry U. S. History Physiology Gymnastics	Animal Improvement Chemistry Economics Drawing Music
4th year	Cement Construction Physics Rural Sociology English	The Farmstead Physics Commercial Geography English	Farm Machinery Physics Industrial History English

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